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ABSTRACT

This publication outlines some basic facets of an educational system with the intention of providing guidelines for excellence throughout the public school system in Wisconsin. Specific topics include: (1) the organization of elementary and secondary education on both the state and local level, (2) instructional organization and staffing patterns; (3) the instructional/learning program, with a focus on curricular areas, thematic/integrative approaches, children with special curricular needs, and other specialized programs; and (4) administrative considerations, including financing, planning, accountability, etc. Appendices provide 13 standards for the state schools and task force reports on a variety of topics. (DS)

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TOWARD EXCELLENCE IN EDUCATION

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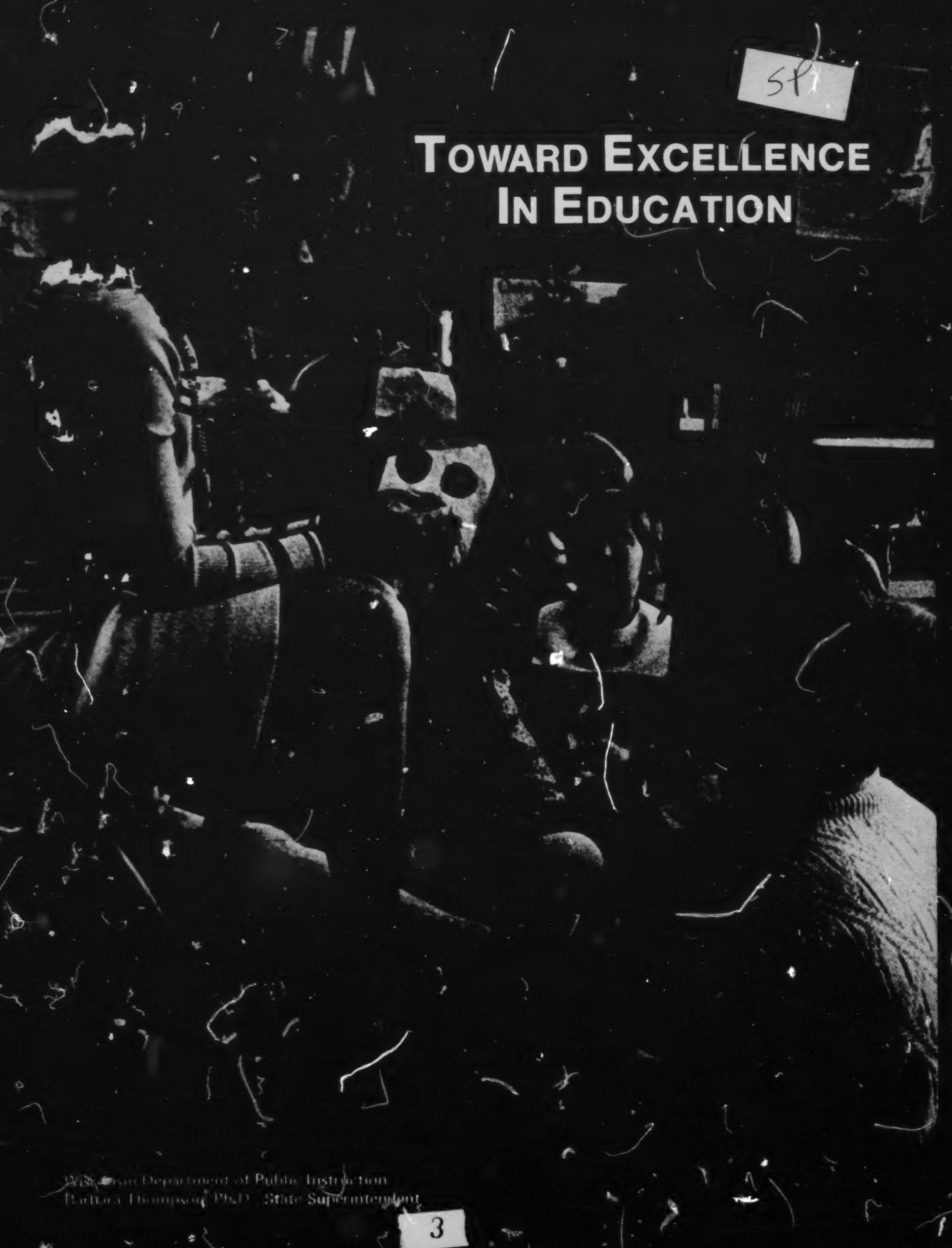

Wisconsin Department of Public Instruction
Barbara Thompson, Ph.D., State Superintendent

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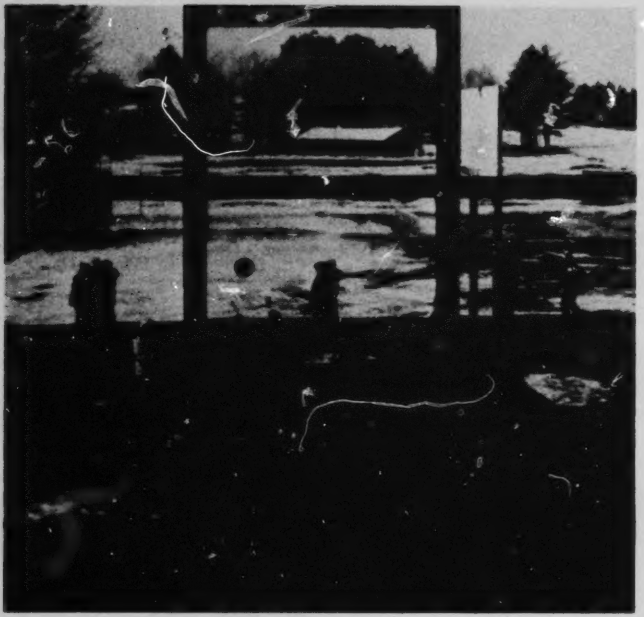

Foreword

WISCONSIN CITIZENS WHO ARE GENUINELY interested in the present and the future recognize the importance of quality education for every person. They want the students of our schools to be knowledgeable, understanding and able to profit from the many educational opportunities. As a result of this schooling they want our youth to be able to cope with challenging problems that are a part of the social order in which they find themselves. In a democratic society we can be content with nothing less than the fully developed potential of all. To say we need good schools, however, is to express a gross generality. An educational system is a very complex entity composed of many parts, each of which makes an important contribution to the effectiveness of the whole.

This publication is a revision of *Toward Excellence in Education* which was issued in July 1965. It is an attempt by the Department of Public Instruction to identify these important facets of a school system and to present as concisely as possible, from its point of view, examples of excellence throughout the total operation.

It is our hope that Wisconsin school districts will find this publication of value as an instrument to aid in the study of local school programs. At best, it suggests ways toward excellence, but these suggestions should not automatically be accepted as *the* way.

Nearly all professional members of the department have contributed in some manner to this publication. However, we wish to give special recognition to the committee responsible for the many hours of concerned work spent in compiling the final manuscript. Members were Clifton Fonstad, Sherman Groves, Alverna Robinson, Richard Sorensen, Wayne Stamm, Thomas Stefonek, and Russell Mosely, Chairman.

Acknowledgement is also made to the several persons throughout the state who reviewed the manuscript and offered suggestions. ☐

Barbara Thompson
State Superintendent

INTRODUCTION AND OVERVIEW

Philosophy of Education

THE NATION'S EDUCATIONAL SYSTEMS persist because Americans believe that schools do something worthwhile that no other social institution can do. This something of value deserving support is generally expressed as a combination of the right of the individual to equal and adequate educational opportunities, and society's need for citizens who can participate effectively in the world. Statements, such as "education for effective citizenship," "self-realization for every individual" and "pursuit of excellence," resound this general belief in the value of education.

Preparation of the young for present and future effectiveness and self-realization in a free society has been the general goal of American education. In Wisconsin, *Goals for Education* have been prepared by a task force appointed by the State Superintendent, and these goals provide a direction for quality education that is valued by Wisconsin citizens.

There is a quality of life which lies always beyond the mere fact of life. It is this vision of quality that will so haunt every individual or group endeavor so as continually to make better that which presently exists. To do this, the student, through education, must have the opportunity to be immersed in his or her cultural heritage, that is, the organized knowledge and wisdom of the human family. This will take patience, zeal and competence on the part of educators — and perhaps when all is said, it is this competence, zeal and patience which mean education.

The individual as citizen, as worker, as parent and as student must at all times be more than the sum of his or her personal interests. In the end, emphasis upon human quality and strength of character will not only provide for cultural growth, but will contribute most to citizenship, employment, and the creation of new knowledge. This emphasis means that education must provide activities and knowledge that make it possible to act, think and feel with skill and taste. It means that students must develop intrinsic standards which will allow them to make moral judgments. It means that there can be no shortcut to understanding; and understanding is necessary for personal effectiveness and satisfaction. Education must be concerned with perspective, and with virtuous, noble and rightful conduct. Those who are responsible for education must continually work at redefining the criteria of moral conduct, and, just as important, they must see that the self-fulfillment of each student is requisite to the allocation of social, political and economic resources. Further, it is the responsibility of those who operate schools and develop educational experiences to keep foremost in mind the eternal questions: What is the good society? What should we do about those who disagree? What is justice? What is happiness? What is the good person? What is the good life?

These questions which are raised by students, parents and teachers will help transcend common and separate curricular components and make possible a continuing belief in individual free will; in justice; in the value of free people who can work toward making a better family, neighborhood, community, state, nation and world; and in rationality that holds respect not merely for the demands of logic but also for the demands of a "community of equiry" or a community of scholars where students and teachers can practice the craft of rationality. This means, above all, that the *way* in which we reach these goals and levels of responsibility are part of our belief system and, perhaps, the first value of a democratic society. To be consistent with this first value of democracy, education must possess three attributes: standards, justice and joy.

Standards means that students and teachers are involved in the study, with integrity and craft, of the cultural heritage of human beings. In other words, there is a craft that is related to the several disciplines that make up the cultural heritage, and teachers and students must develop that craft in much the same way that an artist, ball player or carpenter must develop and execute his or her craft. While standards have been explicit in some academic areas by legislative action in Wisconsin, it is important to note that all of education, by definition, must have standards which are consistent with the purpose of educational goals. Further, the movement toward these goals, which may never be fully realized, must be assessed if standards are to be maintained.

Justice relates both to the concept of craftsmanship as well as to the personal and group interactions which abound in the educational setting. Its first tenet is the belief that every individual is worthy of the best possible education not because he or she is a "human resource" but simply because he or she is "human." The concept of justice also demands attention to the cultural heritage and the understanding that to be just is the heart of what it means to be an educator.

Joy is the mainspring of human experiences. Without joy there is no incentive for learning, for the impulse to learn presupposes confidence in the possibility of improving one's existence — it presupposes faith in the future. Widespread social dislocations, dehumanization, and other circumstances of social and cultural life cause people to feel impotent. No technical improvements in the content or methods of instruction will induce people to learn. On the other hand, those who have joy can overcome substantial formal deficiencies in program or technique.

Standards, justice and joy — without these attributes education can not exist.

Education, then, is a search — a continuous search for love, beauty, truth, faith and justice in everyday life. Education is a process which brings meaning to a person's life, allowing the individual to see life differently, with sensitive eyes that behold the fullness of what it means to be human. This means that education should provide the student with a temporal link between the past and the present and between the present and the future. Further, it must provide the individual with a vehicle by which he or she can develop a continually expanding conceptual framework for looking at and deriving meaning from the world. Finally, education must provide a feeling of satisfaction in what one is doing, so that the experience of education will be taken seriously by the student and that he or she will develop a sense of community with others involved in learning. Above all, education cannot use preordained needs as a base upon which to build educational experiences. Indeed, education provides the means by which individuals can discover for themselves their own needs and those of the social and natural environments. ☐

Child Growth Characteristics and the Curriculum

THE TERM *EARLY CHILDHOOD EDUCATION* is used when speaking of programs for children 0-8 years of age and their families. These programs are concerned with the health, safety, and psychological needs of young children. They provide comprehensive services which include, but are not limited to, day care, general education, social, health and nutritional programs, pre-parenthood training, and parent education. If the education system is to provide excellence for all, serious attention should be given to the early years which are recognized as extremely important in laying the foundations for the educational process. Research findings support the crucial importance of early foundations in relation to learning potential, academic abilities, social attitudes, and personality development and attest to the value of early childhood education programs in the development of human potential and the identification and prevention of physical, emotional, and behavioral difficulties.

To serve the young child effectively, it is important to identify some social and physical characteristics of this age group. Young children begin to develop sophisticated social skills and interactions. The concept of individual property rights is formed during this period. Cooperative play is very successful and facilitates the learning of new social skills. Because the interests of young boys and girls are very similar, the social differentiation according to sex is non-existent. These social activities are characterized by boundless energy, a trait common to younger children.

During this same period of significant social development, unique growth characteristics are also emerging. During the early stages of this period, total body growth is rapid, but it slackens when the child reaches the age of seven or eight. Muscular development is rapid and irregular in the young child. As a result, the acquisition of motor skills is uneven. Postural defects and nutritional deficiencies are among the most prevalent anomalies that plague the young child. All characteristics of early childhood growth, especially the social and physical aspects, must be considered when planning services for this developing age group.

Ideally, model programs in early childhood education are designed to enable parents and teachers to work as partners in guiding the development of younger children. Efforts are made to develop ways to reach families with young children and to strengthen their capacity for parenting. Parents are directly involved in the decision-making processes as well as in the formal education of their children. A total approach to education is the result of recognizing that the parent, the teacher and the administrator have supporting roles to play in guiding the young child. This may be accomplished through parent-teacher conferences, group meetings, home visits, letters, new media, and parent involvement in the planning and implementation of educational programs. The teacher should also be aware of community resources which relate to the child and his family and should be constantly seeking ways to use them appropriately.

A variety of program should be made available to provide alternative means of child care and early childhood education. Home-based or in-home programs, half-day and full-day classroom programs, extended-day and full-day care programs, and special summer and recreational programs can be developed by the public schools.

The goal for all early childhood programs is to develop the whole child to his maximum capacity — intellectually, socially, aesthetically, emotionally, and physically. Special emphasis is given to the development of values and positive self-concepts. Programs vary from child to child and from school to school as the skillful teacher begins where each child is and helps him to grow at his own pace, taking into account his individual developmental and experimental background.

Good programs for young children provide a balance between active and quiet play, individual and group activities. Play is the young child's major avenue for learning. Play has purpose and meaning and is a natural approach to understanding life's situations. It is a means through which the child gains a sense of value, new understandings, and develops skills in problem solving.

The early childhood education curriculum provides opportunities for learning preliminary concepts which are the foundations of later learnings related to all disciplines. Creative activities and experiences appropriate to the child form a basis for the development of each curriculum area. These experiences include opportunities for exploration, experimentation, self-selection, and self-direction in an environment rich in challenging materials and ideas, helping to lead the child to independent thinking.

Good schools provide an atmosphere where the child feels respected and where he has the freedom to pursue his own ideas and beliefs. He should be allowed to be himself, to follow his own interests and curiosities. Above all he should be encouraged to express his feelings and imagination in a variety of ways.

The school's physical facilities should provide adequate, attractive indoor and outdoor space which meets the health and physical needs of young children. A good physical environment reflects the goals for the program and is intellectually stimulating and aesthetically satisfying. There should be bathroom facilities with child-size fixtures, sink and running water, free floor space, and ample storage facilities. Individual space for each child's use and direct access to the out-of-doors are important aspects of the learning environment. In addition, an adequate supply of well-constructed equipment and ample instructional materials for indoor and outdoor use should be available. These materials provide for large and small muscle development, intellectual stimulation, perceptual development, social interaction, and many forms of creative expression.

A pupil-teacher ratio should be maintained which permits ample interaction between children and adults and which provides many opportunities for the teacher to give individual attention to each child. The younger the child, the greater the need for a high ratio of adults to children. Teacher aides, paraprofessionals, and volunteers are used within the classroom under the leadership of a teacher trained in early childhood education. Provisions should be made for an on-going in-service program for the entire early childhood staff, including workshops, conferences, films studies of current literature, issues and trends, and services of resource people.

The 9, 10, or 11-year old *intermediate-grade child* is in a period of important personal growth and needs to accomplish certain developmental tasks to make the transition from early childhood to a new boy/girl status. It has been said that children of this age level are on the teeter-totter of development. One has only to think about what parents and teachers frequently say to these children to know that this is true: "You are too old to act like a baby," or "You are too young to do that alone."

Perhaps one of the first things a teacher observes in an intermediate grade classroom is that chronological age is not a reliable index of maturity. If all 10-year olds in the class are asked to stand, one finds a wide range of differences in physical growth — tall ones, short ones, fat ones, and thin ones. Such differences also exist in the social, emotional, and mental growth of this "in-betweener."

Although each child develops according to a unique pattern, there are certain growth characteristics common to this age group. For example, to plan effective learning for boys and girls in the intermediate period of development it is important to remember that they are in a uniquely appealing stage. They are warmly affectionate and often develop a strong attachment for the teacher. They have a compelling curiosity and are usually enthusiastic about learning new things. They are eager to demonstrate their ability to carry out tasks of considerable complexity. They strongly wish to succeed, although the projects they undertake self-confidently often exceed their ability to perform. They show a desire for doing things the way adults do them. They are quick to show intense devotion to some outstanding personality of the past or present. Though they are coldly practical in some matters, they are fascinated by the romantic and adventurous. They have an acute sense of fairness within their own group. They fear the loss of status among their peers. Their feeling of loyalty to the peer-group even extends to rigid conformity in dress, speech, play, and thought. Groups tend to form according to sex with little intermingling. They prefer activity to inaction and easily become involved in vigorous pursuits. Thus, they require periodic relaxation and varied activities. The ability to concentrate and sustain themselves, of course, depends on their interest in the project and in their individual stores of available energy.

The job of understanding children is a big one. In trying to understand children, earnest teachers and parents need to bring knowledge of growth and development into use in their daily contacts with children, in personal relationships with them, in planning for their curriculum, in providing appropriate equipment, materials and surroundings, in offering guidance and counseling, and in helping them to grow successfully and happily.

Boys and girls normally experience a series of significant physiological changes during *the middle/junior-high-school* years. Together with those changes are social and emotional problems which demand satisfaction in ways often quite different from those employed during elementary school years. The efforts of boys and girls to understand and accept their own bodies and to maintain physiological well-being is one problem area. The needs for affection and achieving status with their peers constitute another. Still a third relates to the development of self-esteem and feelings of personal worth.

Teachers must, of course, be highly sensitive to these and other problems and perceive the basic needs which boys and girls are struggling to satisfy. Effective planning for curriculum improvement at this level of development is dependent upon meeting these needs and providing the special forms of satisfaction characteristic of the middle/junior-high-school age group.

One of the difficulties facing teachers is the growing range of individual differences found at this age level. Any attempt to generalize in terms of any growth characteristic results in over-simplifying the problems of understanding and helping each student. Developmental differences are greater at this time than at earlier or later ages. Girls are about two years more advanced than boys in physiological growth. While there may be relatively narrow differences in chronological and mental ages as they work side by side in the same classrooms, the sex groups will normally display striking differences in physical appearance and in social behavior. In the matter of height and weight, the relationship between boys and girls changes markedly during the junior-high-school years. Between the ages of 11 and 14, girls on the average are taller and heavier than boys. By the ninth grade these wide differences in the level of physical maturation begin to narrow, but there is still marked divergence in individual cases.

Further complications arise from the fact that there is a great diversity among the students within a given sex group. The magnitude of the problem of adjusting to individual differences becomes apparent when it is understood that some normal girls reach puberty as much as five years before others with a similar normal range existing for boys. It is probable that in any of the years comprising the middle/junior-high-school period some young people will be in late childhood, others at the onset of puberty, while still others are in the early or middle stages of adolescence.

Adolescence and the high school years are associated primarily with the struggle of each young person to gain a sense of personal identity. The adolescent emerges as a psyiological adult, but emotionally may still be very much a child. Barely reaching cognitive maturity, adolescents are in a state of identity diffusion, with no clear self-image. They are just learning to deal with the world on a fundamentally logical, formal-thought basis. The important needs of the period are development toward individuality and personal wholeness and growth toward mature thought processes. Adolescents must review both themselves and their environments; they must restructure their cognitive and emotional worlds. They must learn to take their places in the world as men or women. The child — and to a great extent the parents, teachers, and others — must be left behind. While the younger child typically identifies with significant adult models, the adolescent must become himself — but he does not yet know who he is.

Even the securities of advance physiological maturity which have been building up during the preadolescent growth spurt are shaken. Growth is irregular; physical dexterity, balance, coordination, grace, complexion, even the vocal apparatus, are changing. Less in control, the individual is changing rapidly yet sporadically.

Growing social and sexual awarenesses present a contradiction of greater interpersonal needs and less self-assurance. At the very point in development when he or she most needs social success, the adolescent is often least able to deal effectively with other people. Adolescents are often painfully self-conscious lacking in ego strength, and quite unsure of how to present themselves. The adolescent is often torn between immediate needs and the growing awareness of long-range patterns. The joint realization that "now" is important and that adulthood is almost upon him forces the adolescent into difficult choices between present realities and future plans. Last minute cramming for exams, writing major papers the night before they are due, unrealistically planning on future developments, and occasional periods of almost total inability to use time wisely constitute typical patterns. Emotional stability comes in part from a mastery of the dimensions of life. The young person must come to an adequate conceptualization of time flow and personal position in history.

The adolescent frequently moves between periods of obnoxious, outgoing shows of self-assurance and bravado to periods of severe introspection and social withdrawal. As self and social perceptions fluctuate, the individual's self-image and outward mask change. The school experience can help the young person reach self-assurance by providing experiences of success, by scheduling activities which lead to accomplishment, by structuring genuine learning situations.

The role crisis involves the dichotomous need for experimentation and the danger of premature commitment to unsuitable patterns. Boys may move from extrovert to introvert, from social consciousness to total disregard for the rights of others, from stability and social grace to unpredictable antisocial behavior. Girls frequently experience the same patterns, and the lives of girls and boys are sometimes complicated by socially unacceptable experimentation. As adolescents experiment with different roles they can begin to make emotional commitments toward a stable self-image. Controls exercised by the school should emphasize rewards for positive behavior patterns rather than punishments for unacceptable behavior. The social life of the high school and home-support for social participation are aids to strengthening identity. Both school and parent must be sensitive and supportive to each child's progress toward maturity.

Related to time-perspective problems, the adolescent crisis involves a conflict between developing productive work habits, with accompanying success, and postponing tasks for fear or failure. Teachers and parents can often help reluctant achievers to pursue their goals. Support is needed. The skillful adult will not cajole, manipulate, or provide total assistance, but will serve, rather as an aid in planning and as a reinforcement when the adolescent's self-esteem is low. The young person will come to accept his products — whatever the ability level — but he will not be able to accept a lack of production.

Each young person must reach an emotional stance as a potential leader, follower, individualist, or maverik. The adolescent must experiment with different leadership roles in different situations. School activities should provide all young persons with many opportunities to be both leaders and followers as well as critics. Each child will come to his own role definitions, but amply opportunity must be provided for experience and experimentation.

As Socrates pointed out, "to know thyself" is the foundation of life. The last of the adolescent conflicts involves commitment to a religion, philosophy, or ideology. Strongly related to cognitive development, intellectual commitment is essential to adult emotional health. Perhaps the school's fundamental task is one of aiding the intellectual and ideological growth of the individual. In a free country, the quality of free thought is the unexpendable currency.

Adolescence, preadolescence, and childhood are all critical periods in human development. The schools, the families, and the community must seek to provide the supportive environments necessary to individual growth and maturity.

In planning educational programs teachers should relate the maturation level of the student to the problems and tasks faced, and relationships between developmental problems and curriculum content, learning materials, and activities must always be considered in the light of human growth characteristics. The tremendous range of individual differences must be kept in mind. It is always possible to describe a group, no matter how heterogeneous, with reference to a norm, but a norm is a statistical concept which never corresponds in all respects to a flesh and blood boy or girl. Each child is to be understood as a person, both by comparing individual growth and behavior with what is known about the normal range and by studying the direction and rate of growth with reference to individual developmental history. The individual boy or girl must never be forgotten. □

Curriculum Development and Implementation

CURRICULUM DEVELOPMENT, BECAUSE OF its breadth and complexity, must be approached in such a way to assure relevance, balance and coordination. Curriculum study often tends to be piecemeal, many times characterized by limited concern for the curriculum as a whole or for how new proposals relate to existing practices in the various areas of instruction and learning. The result of a piecemeal approach may actually be competition among the various views within the same area along with overall competition for time, funds, and attention among the departments and services in the system.

Teachers and other curriculum planners must not only emphasize new knowledge in all areas but must be alert to changing approaches to content and knowledge. For example, the change from content as nonsequential, discrete, informational to content as persistent themes, concepts, generalizations, and reflective skills has been one of the concerns during recent years. There is an emphasis upon learning as inquiry, discovery, or problem solving, a theory of learning according to which the learner is expected to discover and formulate for himself the major concepts of each discipline. As the learner becomes more adept in problem solving or concept formation, he hopefully will become motivated to continue learning. Thus, a focus in recent curriculum change has been on content, including both new knowledge and a new approach to knowledge, and on the methodology of instruction, including new instructional materials. The focus is on procedures called for by the problem-solving concept of learning. In addition, a new appreciation of the affective domain and of the need for value identification and clarification is apparent.

In turn, if the child must feel the warmth of his own learning, then the teacher too must have the opportunities of shaping his or her own new approaches. To assure adherence to this principle of learning, staff directly affected by curricular change must enjoy genuine and sustained involvement in the development and implementation of such change. Responsibility for the total school program remains with the superintendent, the specialized curriculum workers and the teachers acting for the school board. Decisions have to be made about the value of the new content, new findings, processes and whether or not to use them. Before any action can be taken, descisions have to be made about the varied approaches to content even in the same discipline and decisions must be made about relationships among the various areas of study. Knowledge and understanding of elementary and secondary students and understanding of theories of how they learn must be kept in the forefront during such decision making. Local schools cannot ignore fundamental questions which continually face elementary and secondary education. What should be taught? To whom? When? Decisions about use of content must be based on answers to *all* three questions. Finally, who guides the decision-making process? Is there a built-in change mechanism in the school system which is generally recognized as such? Who manages this change apparatus?

Understanding this changing curriculum content, planned or unplanned, in the various curricular fields is only an initial step. Understanding the process of changing curriculum is an entirely different matter. An orderly process of curriculum change must be deliberately planned and fitted to each school system by that system. Curriculum change must be a systematic method of study, evaluation, and communication.

To reach some end or objective, a series of steps must be taken in some planned order. Such steps might be the identification of a particular need or problem, assessment of present applicable efforts; the study of alternatives for change; determination of the most promising alternative; a test of the proposal; examination of the trial run's findings; modification and further application; thorough communication and study by all staff involved and community representation (an aspect of the inservice program), objective re-examination followed by the decision to adopt, adapt or reject; and finally implementation. Thus it appears that skillful coordination is mandatory if there is to be a steady progression from the time of identification of a need for change to implementation of the change in a system. In turn, because of today's rapid changes and the resultant pressures, curriculum programs must work on several fronts. Both of these demands underline the need for coordination.

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Roles and job descriptions are to be so spelled out in a school system that each teacher and all other members of the staff, such as the superintendent, curriculum specialists, and building principal, know what is expected of them in decision making and decision implementing. For example, consider the role of a curriculum coordinator. Although his direct authority in a given building may generally be less than that of the principal, the coordinator's influence in his consultative capacity is the indispensable factor for effective change in curriculum growth. Consultant help is needed, especially if a change requires teachers to modify their skills and update their knowledge, both of which are required by most curriculum efforts today. Curriculum workers, in this one function alone, have a special role in recommending new and different approaches and instructional materials. While the superintendent provides the resources to make available the needed consultant help from within the staff, as well as from outside the system, the coordinator or a coordinating group puts these resources together for district-wide effectiveness. In the final analysis the administrative/supervisory staff is the facilitating force, while the teacher shares in the initiatory steps and is also a beneficiary. Of course, it must always be recognized that the student is the ultimate beneficiary. One may conclude that effective development and implementation will assure a curriculum that is a changing agent for change.

Summer school also should be carefully considered as the curriculum of the school district is reviewed and revised towards excellence. The operation of an instructional program in the summer provides unique opportunities to expand course offerings to apply different teaching strategies and to use an expanded physical environment for the learning process. It also provides opportunities to enrich students' educational programs and to provide the additional experiences needed by some students to achieve at a satisfactory level.

Instructional Television and Radio

An added dimension in the development and implementation of curriculum is the use of instructional television and radio. Wisconsin students and teachers at both elementary and secondary levels have access to a wide variety of expertly produced instructional television and radio "lessons." Inservice programs for educators and informational programs for parents are also broadcast over the state's dual networks. Classroom learning experiences can be augmented and enriched by airborne lessons serving all elements of the curriculum.

Profitable use of Wisconsin's telecommunications system begins with a conviction or at least a healthy curiosity as to its worth as an effective learning resource. Beginnings can be made by systematic sampling and reporting at various grade levels. Further progress will depend strongly on an adequacy of good quality equipment. Consideration should be given to obtaining cable TV connections when broadcast reception is unreliable or when benefits such as "networking" of schools or local origination of programming are desired.

Then, a school district becomes more seriously involved when it subscribes to the services of its regional broadcast instruction council. Such subscription brings with it delivery of program schedules and teachers' guides, workshops for network use, participation in program evaluation, and a voice in determining regional program selection and production.

Suitable and reliable equipment for receiving and distributing the broadcasts is, of course, the first requirement for using them. Appropriate budgeting, knowledgeable selection, and expert installation will provide the receiving systems needed for dependable reception.

Given the facilities for good reception, the learning benefits to be derived from broadcast instruction will depend heavily on the ingenuity and skills of teachers. Broadcast lessons are largely well-planned and usually stimulating vehicles for learning and teaching. New skills and understanding for students will rest upon teachers' utilization techniques.

Judicious selection of programs to be viewed or heard, expert placement and tuning of receivers, careful planning and direction of pre- and post-broadcast activities, introduction of related learning resources, and cooperation in the evaluation of programs — all are needed components of the teachers' role.

It is a fundamental premise that broadcast lessons must be *used*; not merely *shown*. Their effectiveness in changing pupil behavior will rise or fall with skillful, imaginative teacher management of the delivery system. The teacher maximizes such management by engaging in appropriate inservice experiences, by obtaining and using program-related guides and manuals, by establishing suitable classroom climates, and by participating actively with the learners in activities suggested by the broadcasts. Available for assistance to teachers and administrators are local media personnel, consultants from Regional Broadcast Instruction Councils, and staff of the Department of Public Instruction and the Educational Communications Board. □

THE ORGANIZATION OF ELEMENTARY AND SECONDARY EDUCATION IN WISCONSIN

The Local School District

THE PURPOSE AND FUNCTION OF THE school district is to facilitate the educational process. School district structure and organization provides the means by which available resources can be marshalled and most efficiently used to provide programs and services considered essential for meeting the educational needs of all children at an acceptable level of quality.

The local school district is an institution unique to the United States. Although education has been clearly established as a function of the state, considerable responsibility for the organization, operation, control, and support of public elementary and secondary education has been delegated to local districts to be exercised through locally elected school boards. With powers conferred by the state, and subject to authority vested by local electors, school boards are responsible for the possession, control, management, and care of the property and affairs of the district. Although legally a creature of the legislature which can create, abolish, or combine districts, and abrogate or modify their powers as it sees fit, the local school district remains the basic instrument of governance over the schools.

A school district comprises the area served by a school system under a single school board. Wisconsin's constitution directed the legislature to establish school districts "... which shall be as nearly uniform as practicable. ..." to assure making educational opportunities available to all children in as equitable a basis as possible.

All territory of the state must now be included in a district operating both elementary and high school grades, or in a district operating only elementary grades and a district operating high school grades. There are five different types of school districts in Wisconsin of which the common school district is by far the most prevalent. Most operate full kindergarten through high school programs. All districts are fiscally independent and separate, independent entities except city school districts. The five types of districts are common (either K-12 or elementary), union high school (grades 9-12 only), city, unified, and city of the first class (Milwaukee).

Equality of educational opportunity has been generally interpreted to mean the provision of quality, comprehensive educational programs and services to all children on an equitable basis. Basic and essential to the realization of this important goal is the development of effective and adequate local school districts.

A district is generally considered an adequate and effective administrative unit if it is capable of providing "... a comprehensive school program of offerings and services which meet the present and future educational needs of the children ... and which can function with efficiency and at a justifiable cost to the local tax payer and to the state." (s. 116.51(2), Laws of Wisconsin) So long as a district is able to function in this way and provide for the educational needs of the children it serves, it can be considered a satisfactory unit. When it is unable to do effectively the job for which it was created, the local district structure has traditionally been modified and strengthened.

Local school district organization and structure, therefore, has never been static, nor was it ever intended to be. Changes in local districts are a normal, continual, on-going process necessary to enable them to keep pace with changing conditions, needs, and expectations. Throughout the years, Wisconsin school districts have undergone more dramatic changes in types and numbers than any other types of governmental unit. From a high of 7,777 districts, mostly one-room rural districits, in 1937-38, the number of districits has been reduced, in less than 40 years, to about 430; most of which operate complete kindergarten through high school programs. Further information concerning school district operations is available in the Wisconsin Department of Public Instruction publication, *Patterns of Government for Wisconsin School Districts.*

The School Board

Responsibility for the possession, care, control, and management of the property and affairs of school districts has been delegated by the legislature to local school boards. School board members are district electors elected from the district at large. Although some districts have adopted an area plan of board member apportionment as provided for by law (Section 120.02 (2), Laws of Wisconsin), the educational welfare of the entire district is always the concern of each board member.

A major responsibility of the board is the employment of a district administrator to serve as its executive officer and give it guidance and leadership. It is important that there be good working relationships between the administrator and the board.

The board should function as a policy making agency for the district. Written school board policies are essential to effective operation of the school. The board is aided by the school administrator in the development and maintenance of up-to-date and effective policies which deal with such matters as: (1) the philosophy and goals of the school; (2) the educational program; (3) the organization, operating procedures, duties, and responsibilities of the school board; (4) the administrative organization of the school; (5) the relationships of the school board to the administrator, other staff members, and students; and (6) the management of fiscal affairs.

Effective school board members accept responsibility for gaining an understanding of the nature and needs of the local school district. They are concerned with providing the best possible educational program for all children enrolled in the public school. They attempt to keep abreast of educational trends through such activities as reading appropriate materials, conferring with others, attending regional conferences, and having representation at annual state school board meetings. ☐

The Cooperative Educational Service Agency

WISCONSIN'S INTERMEDIATE REGIONAL service agencies, the cooperative educational service agencies or CESAs, were created by the legislature to take the place of the state's system of county superintendents in 1965. The purpose of these agencies is to serve as an educational service unit between the local school district and the state superintendent. They are designed to ". . . serve educational needs in all areas of Wisconsin and as a convenience for school districts in cooperatively providing to teachers, students, school boards, administrators and others, special educational services including, without enumeration, such programs as research, special student classes, data collection, processing and dissemination, in-service programs and liaison between the state and local school districts." (S. 116.01, Laws of Wisconsin) All state territory is included in nineteen CESAs which comprise contiguous groups of school districts.

Each agency has a board of control made up of eleven school board members from as many agency school districts. This board is the policy-making body of the agency and for appointing a qualified professional educator to serve as coordinator of the agency. The school district administrators of each of the districts in the CESA make up a professional advisory committee to the agency coordinator and the board of control.

The most important function of the CESA is to make possible services needed for a complete educational program which cannot be realistically or practically provided by the independent effort of the local district. CESAs, therefore represent a regional approach to meeting the educational needs of children and making local districts more effective. Agencies serve as catalyst or provide the means for improving and equalizing education for children in all districts regardless of district size or resources. ☐

Local School Districts and the Department of Public Instruction

THE WISCONSIN CONSTITUTION established the Department of Public Instruction under the direction of the State Superintendent by providing: "The supervision of public education shall be vested in a state superintendent and such other officers as the legislature shall direct; . . ." (Article X, Section I). The Department of Public Instruction is charged with broad responsibilities for providing educational leadership, assistance and supervision to local school districts to help them improve the quality of education being provided children in public elementary and secondary schools. The department has been directed by the legislature to assess the condition of the public schools, stimulate interest in education, and to disseminate as widely as possible the means and methods by which our schools can be further improved.

The Department of Public Instruction works closely with local school districts in carrying out its responsibilities through a variety of programs and services designed to provide professional consultation and supervision in all areas of the educational program and the organization and management of the schools; to improve, through continuing research and development, school curriculums and operations; distribute state funds to supplement local tax resources to assure all children of as equal educational opportunities as possible; to assist handicapped children to receive adequate educational opportunities; to provide guidance and counseling services to all children; to develop school and public library services and resources; and to coordinate and supervise the use of various federal aids. Following are major divisions of Department services which are provided to or made available to the school districts of the state.

Financial Aids Services

This service provides overall administration and supervision of the state school aids, school finance and related programs including federal program aids.

Handicapped Children's Services

The Department administers and supervises special education, medical and related services for handicapped children, including operation of the Wisconsin School for the Visually Handicapped — Janesville, and the Wisconsin School for the Deaf — Delavan.

Instructional Services

This program provides overall consultation, resource and supervisory services for local school districts. Services are provided in curriculum development and implementation at the elementary and secondary levels, in career and manpower development, in all instructional areas, pupil services, programs for children with special educational needs, and in developing and implementing certain federally funded programs. Also provided are liaison, consultation and supervision of teacher education programs and the licensing and certification of all public school teachers.

Library Services

The program includes administration of all state and federal programs related to school and public libraries. In addition to services to school and public library and media programs, the program operates the reference and loan service, the cooperative children's book center, a professional library, and other special library services.

Management and Planning

Under this program central administrative and staff services are provided to the state superintendent and department divisions. It also provides assistance in the development of evaluation systems to help in evaluating the effectiveness of educational programs, plans for program improvement, develops biennial budget requests, reviews and develops educational legislation, and continues refinement of the state educational information and dissemination systems.

School Board and Administrator Services

This program provides field and supportive services to school districts and cooperative educational services agencies. Services such as long-range planning for more effective administrative units, school district organization, school facilities, pupil transportation, school food services, and affirmative action are also provided.

The Department of Public Instruction works closely and cooperates with a variety of local, state and federal agencies and groups in carrying out its many responsibilities. Established councils advise the state superintendent regarding educational services, problems and policies. In addition, special task forces made up of state educational leaders and experts and representatives of various organizations and groups function to advise the state superintendent. □

INSTRUCTIONAL ORGANIZATION AND STAFFING PATTERNS

The Effective School District

WHAT ARE THE CHARACTERISTICS of a good school district? How can the effectiveness of a district, its schools, and the educational programs and services it provides be measured? There are many factors that determine how effectively and efficiently a school district makes use of available resources and meets the educational needs of the children it serves. The most frequently asked question is: What is the ideal school district size?

Size in itself is not necessarily important, nor will size alone assure quality education at a reasonable or justifiable cost to taxpayers. But there is a great deal of research and empirical data which indicates that adequate enrollments are essential if a district is to function efficiently and effectively. A district should have sufficient enrollments and resources to maintain appropriate elementary and secondary attendance centers. It should be large enough to justify and use efficiently the specialized professional instructional and administrative personnel and technology required by a modern school system. Many studies have indicated that size is a basic factor in determining school district and attendance center effectiveness. They have shown a direct relationship between size and breadth and quality of curricular offerings; size and efficiency; and size and economy. There are no magic numbers that establish optimum school or attendance center size, but on the basis of research and experience, the generally recommended minimum enrollments for attendance centers within school districts are as follows:

Elementary Attendance Centers — A minimum enrollment to allow one grade per teacher. A more desirable minimum enrollment that would assure more efficient use of staff, materials, and facilities would be an enrollment sufficient to have three teachers or sections at each grade or achievement level. This means elementary attendance centers with a minimum of about 175-200 pupils in grades K through 6. A more efficient elementary attendance center would have about 500 pupils. Normally a school district will have several neighborhood elementary centers to minimize distances that smaller children must travel to school.

Middle or Junior High Attendance Centers — A minimum of 75 pupils per grade level. Greater flexibility in scheduling and more effective use of teachers and special staff members can be realized when there are at least 150 pupils at each grade level.

High School Attendance Centers — A minimum of 125 students per grade level or at least 500 in grades 9-12. A more desirable minimum, and one required to provide a comprehensive vocational as well as academic program, is 800 to 1,200 students or 200 to 300 per grade level.

This recommendation means that a local school district should serve a minimum of 1,200-1,500 K-12 pupils. A district with a minimum of 2,400 pupils, however, is generally a more effective and efficient administrative unit. It can provide broader programs and services at reasonable costs and represents a more desirable minimum. ☐

Affirmative Action

EQUALITY OF OPPORTUNITY IS ONE of the mainstays of our democratic society. When discrimination against individuals or groups develops in the schools, it is incumbent upon the authorities to take such action as is necessary to modify the policies practices, and the programs in which the inequities occur. Action to correct such inequities is often referred to as affirmative action and is usually formalized into a written policy or plan. A good affirmative action plan for local school districts will include certain components:

1. **A program of self-evaluation or assessment.**
   The self-evaluation or assessment should include procedures for analyzing employment practices including recruitment, assignment, promotion, and dismissal; procedures for analysis of curricular and co-curricular programs for existing and potential discrimination against individuals or groups on the basis of belonging to a specific minority or sex; a study of curricular materials and practices which sustain or promote prejudicial attitudes and/or role stereotyping.
2. **A staff development program.**
   All staff members, professional and support, should be involved in inservice growth programs designed to correct inequities identified in component number 1.
3. **Modification of instructional materials and practices.**
   Instruction materials which tend to support prejudice and role stereotyping should gradually be changed, corrected, replaced and/or supplemented to afford a balanced program. Prejudicial materials should be brought to the attention of students and so identified. Instructional practices identified as prejudicial, whether overt, or unintentional, should be corrected.
4. **An affirmative action.**
   Correction of causes of inequities is essential, but to overcome imbalances that have existed over a period of years it is sometimes necessary to take an affirmative action to bring conditions into balance. This is especially true in the balancing the over all structure of the work force. ☐

Staff Organization

EACH PROFESSIONAL WORKER must hold certification based upon a program of preparation approved by the Department of Public Instruction. Current requirements for each type of position are listed in the Department's most recent edition of *Certification Standards.*

Effective administration of a modern school district is a team effort that involves the total administrative staff. The administrative staff is headed by the district superintendent who is delegated the responsibility of carrying out the administrative functions of the district according to policies established by the school board. The size and organization of the district will influence the types and numbers of administrative and supervisory staff positions required to administer such duties as: (1) selection of staff; (2) supervision of instruction; (3) inservice programs; (4) pupil personnel services; (5) curriculum development, revision and coordination; (6) business management, and (7) public relations. The organization of the administrative and supervisory staff should be sufficiently flexible to adapt to changing conditions and needs.

Each school or attendance center in the district should have a principal. In schools with fewer than eight teachers the principal may be a teacher with some administrative and supervisory duties. In schools with 8 to 12 teachers the major portion of the principal's time is assigned primarily to administrative and supervisory tasks. Schools with more than 12 teachers should have a full-time principal, who, within the established philosophy and policies of the district, assumes responsibility for the educational leadership and supervision of his particular school unit.

In many communities the local school district is the largest employer and the biggest business. Today's district must adapt proven business and management procedures and technology to assure getting the most for every tax dollar expended. An adequate and competent secretarial, clerical, and accounting staff is essential for economical, efficient operation.

Because of the nature of the task, the teacher should have those personal qualities and professional competencies which make it possible to work effectively with children. This includes the ability to motivate students to learn and to develop the sound values necessary for living in a democratic society. Assignment of a teacher should be made in his major field of preparation whether this be a division of the elementary school or a subject area of the secondary school.

It is important to periodically evaluate the effectiveness with which the administrative, supervisory, and teaching services are being performed. These periodic evaluations should include a critical examination of the tasks to be done and the results being accomplished. □

Organization for Learning

THERE ARE NUMEROUS PATTERNS of instructional or learning program organization used by school districts in the state which are considered effective and appropriate in meeting the educational needs of the children in the areas served.

At the elementary level, schools are most commonly organized in age/graded self-contained classrooms including traditonal K-6 or K-8 patterns. A number of districts feature a non-graded organization at the primary level returning to the context of an age/graded self-contained classroom at grade 3 or 4. Recently in many schools the instruction and research unit is replacing the age/graded self-contained classroom. Composed of a team of from 4 to 6 teachers and a group of from 100 to 150 pupils with an age span of as much as 3 or 4 years, and a support staff of an aide or paraprofessional, the teaching team plans and carries out a non-graded, continuous progress program of instruction. Some other classroom organizational patterns include the open classroom modeled after the British Infant School, the Montessori program, and age/graded team programs. Regardless of the type of organization, it is important that the model provide a

framework for teaching children according to their own rates and styles of learning, and according to their levels of motivation and other characteristics.

At the intermediate level, the junior high school gained great popularity in the years following World War I and as early as 1930 almost half of all secondary pupils were attending schools with 7-9 grade junior high schools. Originally advocated as a downward extension of the high school, it is an attempt to meet better the needs of adolescent youth. About 1960 another organizational pattern was developed with an intermediate level or "middle school" which includes grades 6-8 or 5-8. The ninth grade was returned to the high school. Regardless of the grades included at the intermediate level, the program must recognize and provide for the physical, social and emotional needs unique to this age group as well as for individual differences through flexible, individualized and innovative approaches to instruction.

The most common organizational pattern at the secondary or high school level, which may include grades 9-12 or 10-12, is a departmentalized program in generally self-contained teaching stations. Offerings include courses required of all students and elective courses which offer students a variety of experiences to meet special needs.

The thrust of the traditional high school is primarily toward preparing young people for college. However, the limited traditional program does not provide for the needs of the majority of high school students who will not attend college. The comprehensive high school is one that understands and recognizes the needs of all young people and is committed to providing educational experiences to meet those needs. The comprehensive high is characterized by a broader program of experiences or course offerings as well as greater program flexibility to meet more adequately the widely varied interests and needs of students. The comprehensive high school offers students a substantially broader choice of relevant experiences than the traditional high school, especially in those areas concerned with providing experiences needed by young people exploring or preparing for vocations. Semester, quarter and mini-courses are also offered in some areas to provide greater flexibility to the curriculum, wider choices of exploratory courses, or opportunities to study certain areas in greater depth.

Within the general high school organizational pattern, wide variations have been developed in efforts to make programs more effective. These included team teaching at grade levels or in non-graded, continuous progress programs, core curriculum and interdisciplinary programs. The organization of daily class schedules varies from the traditional uniform 6 to 8 period day to very flexible modular schedules which change from day to day depending on the activities and needs to make possible greater individualization of instruction.

Some districts have departed even more dramatically from the traditional high school to provide relevant learning experiences by establishing alternative high schools. In some districts the alternative high school may be a school within the regular high school, or may be an entirely separate school. Alternative high schools include mini-schools, school-community based programs, schools-without-walls, open schools and special interest and/or special problem schools.

At all levels, teacher effectiveness is increased when secretaries and nonprofessional aides are provided to relieve teachers of certain duties and provide them with added time for working with children. The degree to which teachers and professional workers can devote their time to professional activities is the most important measure of the adequacy of such non-professional services. □

Inservice Education

THE NEED FOR AN EFFECTIVE preservice education before entering the teaching profession is fully recognized. However, continuing inservice education is mandatory after teaching commences if an exemplary educational program is to be provided and this program is to enjoy continuing development. Rapidly accelerated change, marked by a mounting store of knowledge, new technology, and new findings as to the nature of man and learning, present both problems and promises for teachers. Thus, carefully planned and implemented inservice programs at the local school level are necessary if the schools are to meet the needs and aspirations of our times.

Inservice Defined

Inservice education includes all of the collectively or individually planned experiences that contribute to the professional growth and personal enrichment of each professional staff member. It is planned and implemented to meet the needs of each of its participants in light of the carefully selected goals unique to each school district and its individual professional staff members.

Roles, Relationships, and Responsibilities

Inservice education requires careful planning and vigorous action on the part of those who are responsible for the quality of the local program. While effective educators emphasize the need for the sharing of responsibility among the entire staff, the teacher is properly the prime initiator and beneficiary of all inservice effort. The district administrator, along with his administrative-supervisory staff, in turn, should be the facilitator; hopefully in today's educational climate the district superintendent may find himself less and less in the position of initiating and/or imposing professional growth and curricular change efforts. As the board's executive officer, the administrator should assist in policy formulation regarding inservice education and assure its district recognition in the budget. He should keep the board of education and the public informed as to the long-range goals, as well as to the short-term aspects of the program. The administrator should encourage action, stimulate and inspire the participants and directors, and encourage objective evaluation of both group and individual growth. He, too, should be an active participant in inservice education.

Specifically, the role and responsibility of the group is to identify needs of the individual and school district, set goals, plan ways of working, develop materials, put recommendations into practice and evaluate results. Each participant should be approached and consistently treated as a self-activated, seeking individual. If, in dealing with the child, the premise is accepted that the affective learner is one who establishes his own goals, then how can this premise be denied when considering the more mature learner, a teacher?

The instructor is the key figure. How he is involved in any of these efforts seems to remain the basic question. Will he feel threatened? Will he be prompted to be distrustful or bored? Or will he be encouraged as an autonomous sensitive, concerned human being? The challenge is to open up communications where each staff member is consistently encouraged in his attempts to come to terms with himself to relate to others — students, teachers, supervisors, administrators, parents — in a supportive manner, and to contribute to the continually needed revision of educational institutions that they may serve life, not stagnation or reaction. Intent to learn, to change, is necessary if there is to be learning and change, and it is best if the learner's goals are his own.

Characteristics of Desirable Inservice Education

a. Foremost, it should be a staff development program that is of personal value to each staff member. Each affected participant must feel that what they have to say is important and their input will be reflected in the general school policy.

b. It must be based on the identified needs of the individuals and the school district (active participation should include those affected by Inservice, namely — teachers, administrators, students, interested parent groups, school board and teacher union representatives.)

c. Inservice education should be a means of solving problems and of making changes through improved communications.

d. It must be an ongoing process that has been made part of board policy to assure continuation and continuity of programs.

An Inservice Communications Model

A staff development committee should be formed on a democratic basis. Membership should include all those affected by inservice, such as the school board, administration, teachers, teacher union representatives, students and interested parent groups.

In order for the staff development committee to function effectively, a continuous process should be implemented where funds and time are made available for initial planning, development and implementation of programs that are proposed by the staff development committee. Membership should be elected on an alternating term basis to provide continuation and continuity from year to year. The main function of the committee is to open a communications network within a school district such that individual staff members, students and school district needs can be identified. Based upon these identified needs, long and short-range inservice can be planned, implemented and evaluated. □

THE INSTRUCTIONAL/LEARNING PROGRAM

Introduction

THE CURRICULUM OF A SCHOOL should be planned carefully to meet local expectations as well as legal requirements. Appropriate continuous study and learning experiences in the three broad instructional aspects of the school program should be provided for all students. These three instructional aspects of the education program may be considered as interrelated parts. It must be understood that these three strands never stand as mutual exclusives. Their "mix" will properly vary with the individual student and their comparable breadth and depth will also vary in light of the developmental age and/or grade level in question.

The first strand is characterized as the *common learnings* dimension. It is also frequently called basic education or general education. It is concerned with personal living and civic competency. The social studies, the native language arts, the sciences, number skills and spatial understanding provide its core along with art and music. In addition, health, safety, and physical education meet basic needs. The program may also be properly marked by such concerns, for example, as environmental education, career education, and consumer education. Such a program is customarily termed the *required* offerings. Above all, it must be noted that this basic program is also concerned with the unique needs of children and youth deemed exceptional, ranging from those with handicaps to those with unusual talents.

The second major aspect of the school program is the *individual development* program. Here the personal interests and individual inclinations are nurtured. The further refinement of basic disciplines are properly a part of this program. Thus depth efforts in languages — foreign and one's own — social studies, math, science, the arts, music, home economics and shop education, health and well being on a more personalized basis, and others are fostered. Full living as an individual, worthy use of leisure time, the movement into vocational exploration are also its rightful concern. Again, for example, the more personalized aspects of career education rightfully play a part. This is the *elective* program, but the term may prove misleading, particularly in the early secondary school. Here, too, the exceptional needs of the learner, ranging from those prompted by extreme limitations to those who are deemed gifted, demand unique variation.

Then there is the *vocational* thrust which cannot be considered a mutual exclusive since it also draws upon all the disciplines heretofore mentioned, either to study them in greater depth or with new perspective and application. In addition, such specialized fields in secondary school as home economics, industrial arts, agriculture, business education, distributive education, and others are with proper consideration directed to such basic themes as career education and environmental concerns. The emphasis may be upon foundational programs for continuing study beyond the secondary school or it may be upon a terminal program. By the end of the secondary school the term *elective* as applied appears to be reasonably appropriate. Of course, the exceptional needs of many students will again merit attention.

In the individual student's program, a proper balance between general education courses and areas of study in special fields of interest is to be maintained. It is also reasonable to assume that a school will develop suggested sequential patterns in course offerings and integrate subject areas whenever learning will be enhanced by such integration. Further, it is essential that flexibility of methods, materials, and expectations for individuals be exercised throughout all offerings.

During the past decade, our diverse society has generated a variety of expressions as to the adequacy of our more or less established process of public education. These range from acceptance and satisfaction to strident dissatisfaction. Expressions of discontent, for example, have expressed concerns ranging from pleas for complete learner self-determination to demands for a return to the "basic three R's."

To answer the challenge of meeting these unsatisfied needs it is advisable for the schools to consider, in a most imaginative way, alternatives within the so-called conventional public school program. While the schools have previously been accustomed to provide options, these have been too often confined to procedures based on classification or learnings — rapid, average, slow — and/or of offerings — academic, non-academic, special. But in a more significant sense, freedom within the structured school should mean greater flexibility without sacrificing excellence. Schools-within-a-school, community-based curricula, and participant planning are examples of concepts which may lead to this greater flexibility.

It also appears advisable at this point to note that the growing pluralism in our society may be best viewed as a possible opportunity for wholesome growth. This broadening concern with group identity should not necessarily be interpreted as being marked by selfishness and egocentricity. Rather it is best met with an open mind. Groups should be seen, prompted by ethnicity, religion, class, age, sex, social setting, etc., as clusters of people deeply concerned with values, perceptions, and needs which are based on their unique experiences. A creative approach to various group identities may offer a school new possibilities for curricular improvement.

Finally, it is necessary to note that according to Wisconsin Statutes, the specific educational plan designed for children with exceptional educational needs is to give preference to programming in regular education subject areas whenever and wherever appropriate. The concepts inherent in special education and the resources used to develop this position are viewed as supplementary to the existing curricular offerings. This means that the placement of children with exceptional educational needs in regular classes may require certain modifications in the existing curriculum on the basis of individual ability. Such placement of these children in regular programs requires a selective process based on the child's ability to benefit from these subject areas. Supportive and cooperative arrangements with special education staff are vital to the success of each individual with a special educational need. Thus, whenever applicable, this position is assumed in each of the various subject area discussions to follow. □

Kindergarten

KINDERGARTEN, FOR FOUR AND five-year-old children, should be a successful school experience for each child. Although kindergarten children have many characteristics in common, they will also exhibit a wide variation and range of differences within each group. These differences must be taken into consideration in program planning so that children will be presented with learning experiences appropriate to their level of development. In a child's development and learning, a positive self-image is highly influential and should be an overall consideration.

Curriculum experiences should be planned with recognition of the needs and interests of the individual child and opportunity for continuous learning should be provided with ample time for completion of projects. Therefore, schedules should be flexible and arranged in blocks of time rather than in brief specific segments.

Kindergartens provide an environment that will stimulate curiosity, a questioning attitude and an eagerness for learning. The kindergarten child learns through meaningful concrete experiences and a variety of materials to work with. The materials reflect the intellectual span of maturity of the class, children's interests and developmental needs.

A young child learns through the medium of play. Through play activities and appropriate materials, children have the opportunity to develop large and small muscle coordination, quantative thinking, symbols conceptualization, aesthetic appreciation and language development.

The curriculum is organized for the purpose of providing the best environment possible in which the child can become actively involved in learning. The use of space must be flexible, appropriate for the active, curious, exploring child and should be adequate in size to accommodate suitable materials and equipment. The teacher organizes the learning environment so that children can have easy access to these materials and equipment. This kind of organization stimulates children's interest and provides opportunity for them to work independently as well as with others.

Special emphasis is given in the following areas:

Language Arts — Experiences comprise the major thrust of the curriculum with a variety of activities in all aspects of communication: oral, language, listening, writing, reading and non-verbal communication.

The Arts — Music, art, drama and dance play a significant role in the education of young children, giving them opportunities for developing awareness and appreciation of aesthetic qualities. Experiencing the arts is a rich, pleasant part of the daily curriculum and should be evident throughout the day and not restricted to a single time segment.

Social Studies — Experiences provide opportunities for the development of democratic attitudes, social studies skills and key concepts drawn from the disciplines of geography, history, anthropology, economics, political science and sociology.

Science — Education for kindergarten children stimulates enthusiasm and provides opportunities for active exploration. Children begin developing the processes of observing, classifying, predicting and communication which lead to inquiry skills.

Environmental Education — Direct, purposeful experiences with in the immediate natural environment of the child are planned to help children develop concepts related to the environment and the basic concept that living things are interdependent with each other and their environment.

Mathematics — The child learns to deal with relationships of quantities and shapes. Mathematical experiences are an integral part of kindergarten through stories, songs, rhythms, creative manipulative materials, games and impromptu happenings which make mathematical concepts meaningful.

Physical Education — Such a program helps a child progress through the natural sequences of motor learning in the process of acquiring fundamental motor skills. The children discover what they can do with their whole body and how their bodies move through space and are affected by time, force and flow. Various games of low organization (simple or relatively unstructured) afford children further experiences involving physical activities.

Health — Careful attention should be directed toward the general health of all children. Children themselves can become aware of healthful practices through meaningful experiences in daily living. The health program is concerned with physical health, social health problems, mental health, environmental and community health and safety education.

Safety — Children are made aware of simple necessary safety measures as they move through their specific environment, both indoors and outdoors. Safety is not taught as an isolated subject but incorporated into the total program to develop good safety habits and attitudes.

Teachers who are able to foster the physical, psychological, social and educational development of each child are critical to the implementation of the effective kindergarten program. The teacher should be knowledgeable about current trends and programs in early childhood education through fostering personal and professional growth and development by participating in workshops, inservice, conferences or other educational and avocational experiences. The teacher is one of a number of adults whose efforts have a great impact on the lives of children. Aides, interns, student teachers, parents and other paid or volunteer personnel provide for greater opportunities to individualize within the kindergarten program and better meet the individual needs of the children.

The physical facilities of the school should provide indoor and outdoor space that is attractive and safe and fulfills the health and physical needs of the kindergarten child. There should be adequate supply of safe, well-constructed equipment and ample instructional materials for indoor and outdoor use. The materials should be available on open shelves in clearly defined areas to encourage children to select materials which support their efforts to master each learning task. Assistance in program development, as well as equipment and materials selection may be found in the curricular guide published by the Department of Public Instruction, *Kindergarten: Experiences in Living and Learning*, 1971.

Evaluation in kindergarten should be a planned part of the program and include evaluation of the child's progress, the child's progress with parents and the kindergarten program. ☐

Agriculture/Agribusiness

AGRICULTURAL EDUCATION INSTRUCTION in the high school is designed and organized to serve several major objectives including: (1) the development of agricultural competencies necessary for production agriculture, (2) the development of agricultural competencies for agricultural occupations other than production agriculture, (3) the development of understanding and appreciation of the career opportunities in agriculture, (4) the development of those human relations skills and attitudes required for success in an agricultural occupation, (5) the further development of leadership skills and civic responsibilities and (6) the development of abilities to obtain and advance in an agricultural occupation.

The school is challenged to organize courses which will help to develop these basic understandings and knowledges, the attitudes and ideals, and the skills and competencies to fulfill these objectives. The foundation for the four year course is presented in the freshman and sophomore years and designed to acquaint students with the problems and opportunities in the broad field of agriculture and to provide instruction in the basic areas of that field. Subsequent instruction in grades 11 and 12 will provide courses in greater depth and specialization. A complete program in vocational agriculture/agribusiness prepares students for entry level into an agricultural occupation or result in continuing education in a post secondary school. A complete program will provide instruction in the following areas: (1) farming, (2) agricultural supplies, (3) agricultural mechanics, (4) agricultural products, (5) ornamental horticulture, (6) agricultural resources, (7) forestry, and (8) professional agriculture occupations.

Facilities and Equipment

Facilities desirable for a modern program in vocational agriculture/agribusiness ordinarily consist of a classroom, a laboratory, an instructor's office, and an agricultural mechanics shop. In addition, a greenhouse should be provided for those schools offering courses in ornamental horticulture. Outdoor laboratories are encouraged for urban programs wherever possible. Adequate equipment and tools should be provided for a complete program.

Use of Community Resources in Developing Occupational Experience Programs

The subject field provides a unique opportunity to use resources of the school and community in developing a significant and meaningful program. Agricultural experience programs are required of all students enrolled in the program. The farm is the major laboratory for the occupational experience of most students, consequently there is a need for a continuous 12 month contract for the vocational agriculture/agribusiness instructor. In addition to the farm, occupational experience is obtained by the student in such areas as the shop, laboratory, school farm, school forest, and agricultural industry. In more recent years, cooperative education programs for seniors have expanded greatly. Students are placed on the job during a portion of the school day earning a minimum wage in the occupation of their choice.

Youth Organization

An intra-curricular part of all vocational agriculture/agribusiness programs is the FFA or Future Farmers of America. FFA is a national organization of, by, and for students enrolled in vocational agriculture/agribusiness. FFA activities encourage members to learn through active participation, how to conduct and take part in public meetings; to speak in public; to buy and sell cooperatively; to solve their own problems; to finance themselves and to assume civic responsibility.

Evaluation

The best measure of the long range effectiveness of the program in vocational agriculture/agribusiness is the degree to which graduates continue their preparation in the field and the success experienced in that employment. Follow-up studies over a period of many years have shown agriculture leading the vocational areas in such placement of students in jobs pertinent to their career objectives. Other evaluation suggestions are found elsewhere in this brochure.

The 1975 *Vocational Agriculture/Agribusiness Curriculum Guide* consisting of fifty-eight teaching units is available from the Department of Public Instruction. ☐

Art Education

ART EDUCATION FACILITATES THE development of the whole person by: (1) nurturing aesthetic awareness, knowledge and discrimination, (2) the examination of societal and individual ethics, values, beliefs and concepts, (3) providing learning experiences which interrelate the affective psychomotor and cognitive domains, (4) relating the content of art to significant aspects of the natural and manmade environment, (5) fostering creative attitudes and expression through fantasy, intuition, and divergent responses, and (6) developing non-verbal literacy through sensory awareness and the development of art skills which permit communication through the informal system of art symbols.

Art education also helps the learner cope with present and future change through an examination of our cultural heritage and speculation about future growth and development of our world. Art education considers the individual's needs, abilities and attitudes of highest importance in determining priorities for learning.

These goals serve as the major criteria in organizing the instructional program and environment for art education. The art program deals with ethics, values, beliefs, concepts, factual information and skills. The emphasis is primarily upon the process of learning with product being of secondary importance. The most effective learning process is based upon personal experience of discovery and creative aesthetic expression. The products might be, for example, works of art, written statements or group discussions evolving from the exploratory process of learning.

The basic content of a comprehensive art program should be identified. This includes studio activities, art history and aesthetic understanding and organizational elements and principles. All students need to have the opportunity to experience and master to the best of their ability the basic knowledge and skills of art. The most effective and meaningful means for developing the above skills, knowledge, creative and aesthetic responses is through an interdisciplinary approach. This is accomplished through learnings that focus upon concepts of a general nature, interdisciplinary cooperative planning and teaching, or the utilization of many and varied resources as part of the art program.

The environment to facilitate optimal implementation of an art program as described should be planned and provided. The elements to be considered for implementing instruction are: scheduling, class organization and composition, staffing, policies and procedures, facilities and equipment, and instructional materials and resources. Traditional approaches to the above must be questioned and innovative, flexible alternatives which will best facilitate instruction should be considered. The organization of this environment directly relates to the goals and needs of the district's art curriculum.

Evaluation of art should assist students, teachers, parents, administrators and other persons to understand and develop a feeling for the purposes and objectives of the art program. This would include both activities of a general nature and also to specific units of learning. An effective evaluation process will facilitate involvement and communication among all of the above mentioned persons.

Specific information related to organizing art education programs is available in the Wisconsin Department of Public Instruction publications, *A Conceptual Approach to Art Curriculum Planning, K-12*, and *Environment for Art Instruction, K-12*. □

Business and Office Education

BUSINESS PERVADES THE LIFE of every individual. To function within an increasingly complex economy, individuals need to develop the capacity to make reasoned judgments about economic problems and have the ability to make wise decisions with respect to business contacts as a consumer. Business education, therefore, should permeate the general education of each individual. Business education should be one phase of a total education effort rather than a separate and different kind of education for special groups.

The business and office education program should provide opportunities for all students. Provisions must be made for students at both ends of the learner continuum. Modified instructional materials, self-paced instruction, slide-tape units all contribute to programs that more effectively meet individual student needs. The business and office education program has typically responded to the needs of only 70-80 percent of a school's population. Special attention must be given to the other 20-30 percent. The program should become challenging and meaningful for all students. Special units within existing courses or entirely new separate courses should be developed to meet each student's individual needs.

Purposes Served

The constantly changing conditions of our society will be reflected in both the number and variety of offerings and in the emphasis placed on each offering. It is reasonable to expect that there will be a continuing need to include courses (units): (1) designed to equip students for employment opportunities likely to be available, (2) designed to serve general education purposes, (3) planned to serve career exploratory purposes, (4) intended for personal use of students, and (5) which will support other vocational disciplines. Expansion of such opportunities into the summer program could be explored.

Course offerings that will meet present day needs include instruction in typewriting, shorthand, notehand, recordkeeping, bookkeeping or accounting, machine transcription, office practice (secretarial and clerical), business economics, consumer economics, business law, business organization and management, introduction to business, introduction to data processing (including key-punch training), and office machines (including offset duplication, mimeograph, and ten-key calculator).

Another important aspect of a total business education program is the provision of an exploratory business careers course offered to middle school students. This course provides the opportunity to explore the many careers included in the business and office career cluster.

It is difficult to provide certain types of experiences in a classroom situation. Therefore, coordinated occupational experience is a desirable part of several of these courses.

Facilities and Equipment

Rooms should be of adequate size and variety to permit effective instruction in the various subject areas. Many variables affect the size of the individual classroom.

General recommended space requirements for the various rooms are:

1. Introduction to Business (general classroom utilizing arm chairs) 12-15 square feet per student.
2. Typewriting/Shorthand (adjustable typing desk) 30-40 square feet per typing station.

3. Office Practice (co-op or model office simulation laboratory) 45-60 square feet per student.
4. Bookkeeping, Data Processing (using tables for student stations) 20 square feet per student if two students use the same table or 25-30 square feet per table if only one student uses a table.

In addition to the space requirements planned for each students, two additional factors should be considered when planning the facility.

1. An allowance of 50-100 square feet should be planned for the teacher station.
2. An additional 20 percent space allocation should be planned for storage and aisle space.

It is important that provisions be made for adequate work surfaces, electrical outlets, and facilities for cleaning up. Carpeting in the classroom should also be considered in order to provide additional realism to the simulated office and to provide better acoustics.

Provisions for accessibility to the many types of audio-visual aids should be considered in the planning of a facility; projection screens and shades or drapes for darkening the room should be included in the plans.

The special nature of the business and office education program makes it desirable to plan carefully for convenient relationships among the various rooms. For example, typewriters should be available to shorthand students and appropriate machines should be readily accessible to students enrolled in the various bookkeeping, accounting, data processing, office practice, and typewriting courses.

Opportunities should be provided within the school for students to continue to practice the various skills acquired in the business education courses as well as using these skills in preparing school assignments for other courses. Provisions for such opportunities may be made either within the business education complex or in auxiliary rooms adjacent to study areas.

Instructional equipment should provide a variety of realistic learning situations for training in the use of a wide selection of modern office equipment. Electric typewriters should be provided for instruction and practice purposes. Likewise, ten-key calculating, duplication (mimeograph and offset), and key input (keypunch) machines should be available to acquaint students with these machines as well as to develop vocational skills. Machine transcription equipment should be provided for all students capable of developing the skill of transcribing notes from machine dictation. Consideration should also be given to providing some form of telephone system for the office practice laboratory. Each student station should include a telephone — or at least one phone for each two students. There should also be an outside telephone line into the business education department to help the teacher maintain a closer contact with the business community that students are preparing to enter.

A vital factor to consider when deciding which equipment to obtain is the availability and cost of maintenance service. A thorough investigation should be made of the service facilities offered by the company supplying the equipment and of the possibility for yearly maintenance contracts which may be less costly than individual calls.

It is very desirable to provide certain basic equipment in the school even though coordinated occupational experiences may be a part of the office education program. Those students who are not able to participate in a coordinated occupational experience program should have the advantage of a simulated office to prepare them for employment upon completion of the vocational program in the high school. These students should be part of a course which uses workflow or model office simulation as the teaching methodology.

Student Group

A student group for business and office education students is an integral part of a quality program. It should be considered as an intracurricular activity rather than an extracurricular activity. Leadership development, cooperative efforts, service to the community, and participation in state and national conventions provide opportunities for growth and experience which cannot be duplicated in a classroom situation. FBLA (Future Business Leaders of America) is used as the student group for business and office education. FBLA is a national organization of, by, and for students in business education.

Public Relations

To attain and maintain a close working relationship between the school and the community it is important that a public relations program be developed that will result in cooperation between business and industry and the representatives of the school. This desirable cooperation between the school and business may be achieved through the services of an advisory committee. Appropriate representation on this advisory committee should be determined through the joint effort of the school administration and certain business groups. The primary purpose of this committee is to advise the school and the business educators for the purpose of strengthening the business and office education program, as well as building a public understanding of the programs offered in the schools.

Evaluation

Effective evaluation of a business and office education program will include concern for its contribution to general education, as well as its prevocational and vocational purposes. Answers to questions such as the following may be helpful in measuring the effectiveness of the program and in suggesting areas and directions in which improvements are needed:

1. Do most students receive instruction in typewriting?
2. Is there continuous course reappraisal followed by such changes in content and/or method necessary to keep abreast of modern business practices?
3. Are follow-up studies of graduates used as a basis for both eliminating less useful content and for introducing new materials and methods into the program?
4. Is the advisory committee used to determine the appropriateness of existing course content as well as suggesting new content as technology changes?
5. Are differences in individual abilities and interests of the students recognized and provided for through a flexible curriculum, adaptable to the needs of each student?
6. Are the vocational office education programs placed in the curriculum so that the skills and knowledge are at their highest peak at the time the individual enters the labor market?
7. Are personality and character development a vital part of the program so that students will gain the personal habits and attitudes necessary for success on the job? ☐

Distributive Education

EMPLOYMENT OPPORTUNITIES IN distribution make up 37% of the Wisconsin work force. More than 20% of the work force are actually in sales and marketing occupations.

The high school program usually places emphasis upon employee training — the post high school program places emphasis upon mid-management training. For some students, these emphases can be reversed. Therefore, it is essential to articulate with the vocational-technical school program.

Distributive Education has its instructional base in merchandising, marketing, and management and is organized to provide the kind of training that develops and improves employability for marketing and distributive occupations found in: retailing, wholesaling, insurance, real estate, manufacturing, hotels, housing, petroleum and automotive, storage, business services, agribusiness, transportation, tourism, restaurants, and other areas of the economy. Therefore, marketing and distribution influence the life of every Wisconsin citizen. Often, marketing and distribution is the largest employer — especially in northern communities.

Distributive education derives its name from that vital link between production and consumption called distribution. It cannot be denied that distribution is a major segment of the economy and plays a significant role in giving vent to the agriculture, recreation, and productive might of our state.

In the face of increasing competition and inflation, cost-cutting business methods are essential. An expanded, organized approach to training is essential to an individual's success and to efficient business operation.

Requirements for Employment

To advance in a job in the field of distribution a set of specific competencies are necessary. The degree to which these competencies are demonstrated in employment determines the individual's ability to advance his own financial standing, job satisfaction and to assist consumers. Classroom subject matter is usually drawn from an analysis of competencies needed by those engaged in distribution. The following delineate the competency groupings.

Marketing Competency*

One engaged in distribution demonstrates accomplishments in the performance of one or more of the functions of distribution — particularly in the art of selling.

**Distributive Education in the High School*, U.S.O.E. Publication.

Marketing competency is developed through instruction in the functions of distribution. These marketing functions are developed in a typical curriculum.

1. **Selling** — is concerned with communicating to business and individuals, through desirable techniques the details needed for a decision to buy.
2. **Sales promotion** — is concerned with communicating and stimulating sales for a sound economy through appropriate advertising, display, and other means of publicizing available goods and services.
3. **Buying** — is concerned with procuring products for resale.
4. **Operations** — is concerned with facilitating the buying and selling functions such as stockkeeping, credit, and customer services.
5. **Market research** — is concerned with investigating the need for specific goods and services.
6. **Management** — is concerned with formulating and implementing policies regarding people, money, and markets for the merchandising of goods and services.

Social Competency. Distribution may be characterized as being people-oriented, not machine oriented. Human relationships are of paramount importance. Personal traits, appearance, and attitudes add up to social competency which becomes a qualifying factor in employment.

Product or Service Technology. The knowledge of a product or a service is essential for a marketer to ethically convey the benefits to a customer effectively. The need for the technology competency shows the desirable relationship of distributive education to other instructional programs, such as agriculture, industry, and home economics. It is in these areas that many of the technologies needed by distributive workers may be taught.

Distribution in the Economy. Distribution in the economy relates the discipline of marketing, product or service technology, social skills, and basic skills to economic understandings which serve as bases for decisions concerning distributive functions.

Basic Skills. Applied math and oral communications are essential for most marketing occupations.

Career education previous to the 11th grade help students determine if they have a career interest in marketing occupations. A minimum of two semesters of sequential marketing courses beginning as early as the tenth year is a start for career development, prevocational understandings and competencies common to all marketing occupations.* The senior vocational program should then be on a more individualized curriculum around each student's career objective.

Program Methodologies. Presently, distributive education programs in high schools are organized using either the cooperative or participation project methodologies.

1. The term "cooperative" is a plan whereby students are provided, through cooperative arrangements between the school and employers, instruction in both the school and in a business organization through part-time employment. The third part of the program is the Distributive Education Clubs of America student group.

   Employment in distributive occupation, as part of the instructional plan, is regarded as an extension of classroom instruction. The downtown "training station" provides a laboratory environment in which the students test and apply concepts and skills, thereby assuring transfer of learning to employment situations. The coordinator teacher will need summer and school time to coordinate these instructional modes. Under these conditions, the on-the-job training would warrant school credit.

2. The "participation project" plan does not involve on-the-job training for a school year. This program allows for extra time in addition to a regular D.E. class to involve each student downtown and in the school in a *series* of individually designed projects focused on the student's career interest. The major project may include a simulated store in the school and systematic observations in marketing institutions. In addition, all D.E. students need to experience short-term work as a basic step in achieving and applying competencies. This program is especially adaptable to small communities and for students not interested in part-time employment. An emerging third program alternative includes the operation of a store downtown along with class instruction.

Multiple Industry Program. A curriculum at the senior or capstone level may be centered around one marketing industry such as petroleum marketing or a general program of a variety of marketing occupations. In the case of the latter, individualization of curriculum around each student's career interest will be essential, in order to achieve the competencies needed. Therefore, the use of a variety of occupational manuals, LAPs, (Learning Activity Packages) available through DPI, and individual projects will be impor-

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**Local Vocational Education Coordinator Manual*, Department of Public Instruction.

tant. Other methods may include field interview, management of a store-within-the-school, observations in business, DECA student group, school or community promotions, field trips, and coordinated on-the-job training or observations to name a few.

Single Industry Programs. The senior vocational program would emphasize competency development around a cluster of occupations within one of the following industries: Advertising Services, Apparel and Accessories, Automotive, Finance and Credit, Floristry, Food Distribution, Food Services, General Merchandise, Hardware and Equipment, Home Furnishings, Hotel and Lodging, Industrial Marketing, Personal Services, Petroleum, Real Estate, Recreation and Tourism, and Transportation. Many of the methods used in the multiple industry program may be used.

General Education. The marketing concepts identified and taught by distributive educators should be available to all students in a school. And understanding of the distributive function of our economy is helpful to a person's efficiency as a consumer and voting citizen. Economic concepts and an understanding of the private enterprise system is also sadly lacking among secondary students according to recent studies. The above concepts can be taught in mini courses, modules, semester or year-long courses, or team-teaching relationships.

Other Vocational Courses. As the marketing function cuts across most occupational clusters, it needs to be taught in every vocational course or program. Again short courses, team teaching, or exchanges of students will strengthen any vocational area; as it will be taught by the distributive educator whose expertise is in marketing. This supplemental curriculum should be jointly planned.

Staff. The programs are coordinated by coordinating teachers who by virtue of their education and work experience, are uniquely qualified as vocational teachers, which includes a major in distributive education and two years of work experience in marketing occupations. Paraprofessionals, clerical workers, and the use of students as team leaders has also proved to be effective in managing diverse curriculum groups, especially in the multiple industry program.

Advisory Committees. Advisory committees composed of employers, employees, and parents provide needed direction and relevance to a program of distributive education.

DECA. An integral part of the instructional program is the local chapter of the Distributive Education Clubs of America. This student-directed, co-curricular activity can be an effective part of the learning and training process. Local activities and district and State career development conferences provide additional opportunities for learning and evaluating competencies needed for success in each student's career interest. Also, these activities are designed to produce a more positive self-image and self-reliance.

Facilities. Functions of a distributive education facility include: large group, small group, and independent instructional areas; a visual merchandising laboratory; an office-counseling area; and subsantial storage areas. Like other vocational areas, equipment for D.E. should be realistic in light of the occupations for which the program is aimed.

Evaluation. Criteria for a quality distributive education program would include:

1. A follow-up study to determine:
    a. Job satisfaction
    b. Job satisfactoriness
    c. The upward and lateral mobility of graduates
    d. The number of students entering the field of marketing and distribution.
2. The percent of students involved in "hands on" activities
3. The realism and validity of the curriculum instruction for the career objectives of the students.
4. The increased interest in school determined by attendance and grade point average. ☐

Driver and Traffic Safety Education

DRIVER AND TRAFFIC SAFETY EDUCATION develops safe and competent traffic citizens. The primary task is to modify and influence human behavior so that it is safe behavior. Knowledge, skills and habit development, emotional stability and experience, are factors which affect individual driving behavior.

The basic purpose of a good high school driver and traffic safety education program is to prepare beginning motor vehicle operators to function at their optimum individual abilities for safe performance in the driving task. An excellent driver and traffic safety education program has the following goals:

1. To teach a beginning driver the necessary knowledge about the driving task.
2. To teach a person to use critical thinking techniques for safe driving.
3. To develop positive attitudes for competent driving.
4. To eliminate unnecessary risk taking in regard to the driving tasks.
5. To develop the capability to self-analyze individual behavior.
6. To develop behavioral patterns which will contribute to non-violation and accident-free driving behavior.

To be most effective, traffic safety education begins when the child first enters school. It is most desirable that preparation for safe living be conceived in the home prior to the entrance into formal education. Traffic safety concepts must be established and developed in all grades beginning with kindergarten in order to insure a foundation of safety awareness. A comprehensive K-12 coordinated program includes high school driver education as part of the total safety program.

The driver education course is offered close to the time at which the student reaches legal driving age (16 years). The complete course is made available to every eligible applicant. It is important to note that all persons between the ages of 16-18 who apply for a driver license must first complete an approved driver education program. The course is taught as one program, as in any other subject, with laboratory instruction included.

An excellent driver education program has facilities which include a classroom laboratory with sufficient space to accommodate the necessary materials and equipment. The effective use of psychophysical and audiovisual/demonstration (detonater) equipment will improve the quality of instruction. Up-to-date text and reference library materials are provided. Educational television, programmed learning, team teaching, and other instructional procedures and devices are effective means for upgrading the quality of instruction. The state curriculum guide, *Man-Vehicle-Environment* is a helpful guide for all phases of instruction.

Simulation laboratory and/or multiple car driving range laboratory instruction are excellent means for reaching more students in a quality program. Simulation is provided in the school building as a permanent laboratory, or as a mobile trailer laboratory. Smaller school districts, through the aid of their cooperative educational services agencies (CESA), share a mobile laboratory with nearby districts. This regional approach to supplying the educational needs of children is instrumental in the growth of shared driver education programs in Wisconsin. The two primary moving forces that encourage this growth have been the enrichment of course offerings and the reduction in the total cost per student.

A driver range provides the facility for the development of the individual skill necessary to coordinate the interaction of human and machine. While there are permanent type ranges used exclusively for driver education, the majority of ranges in Wisconsin are the parking lot type. These are usually in operation part of each semester and/or summer session. The use and development of range facilities greatly increases teacher efficiency.

Counseling services should be offered to all students after the completion of the driver education course. These services deal specifically with the problems young drivers encounter and their individual driving record. A 12th grade driver education refresher program serves this purpose well.

A complete driver and traffic safety program, with adequate facilities, is paramount in the search for transportation without death and destruction.

Evaluation

The effectiveness of driver education programs is measured by evaluating the changes in student behavior made through acquiring information, clarifying values and improving attitudes. The long range goal for the evaluation is to measure the behavior of graduated students in the driving task. The citizens of the community, as pedestrians or drivers, are continuous evaluators of the total programs. □

English Language Arts

THE ENGLISH LANGUAGE ARTS REPRESENT the touchstone to all education, for people are essentially symbolizing creatures and, perhaps more importantly, languaging creatures. People are immersed in their language and bring meaning to their lives through it. Language functions as a communication tool, as a referential tool, and, especially in the early years, as a tool for self-discovery. Developmentally, it is a key to a cognitive and affective growth and is the best single indicator of general cognitive ability. Language is, in short, a fundamental part of our being.

In the broadest sense, therefore, one of the major purposes of the English language arts in the school curriculum is to develop longitudinally and enhance horizontally the language using and producing abilities of the individual and do so in such a manner that the individual finds satisfaction and joy in these processes.

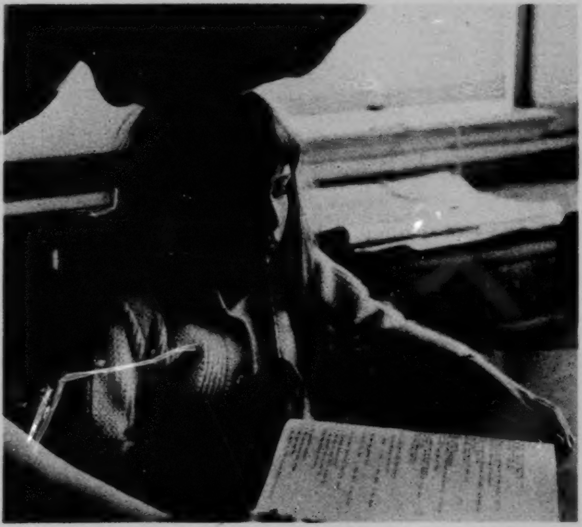
This means that the language arts program is concerned with a broad spectrum of activities designed to develop skills, knowledges and values in the language producing and consuming domains. It does not mean that such activities are unrelated or done outside a developmental perspective. It does mean that growth in reading, writing, speaking and listening are interrelated. Effective writers tend to be effective speakers and competent readers. Individuals who are orally proficient tend to be people who read well and enjoy reading. A quality English language arts curriculum capitalizes upon such factors by interrelating elements of the instructional program. Focus of course, shifts from activity to activity, but this focus shift is planned as an integral part of the curriculum.

The Governing Assumptions of an Excellent Language Arts Program

Regardless of a hesitance we often show for the theoretical, it is well to recognize that what is reflected in actual instruction is always based upon certain assumptions we bring to the act of teaching. Our beliefs about the nature of our role and our subject matter govern the selection of instructional strategies and techniques as well as the actual materials we use.

In view of this, we might formulate the following:

1. **Listening**
   - Development of listening skills is an important dimension of comprehension. The curriculum is designed to attend to the development of same in both formal and informal instruction and settings.
   - Listening is a decoding or receptor skill, hence, it bears a close cognitive similarity to reading which is also a decoding skill. Appropriate links between these two decoding components are a conscious part of the program.
   - Listening must work in consonance with talking in order for learning and communication to take place. One must always be preparing internally for oral response while at the same time listening in order to respond legitimately.



2. **Speaking**
   - Oral articulation is our most fundamental communication mode. As humans functioning in a society, we have a more basic need to develop this ability than any other.
   - Informal talk incorporates many of the same concepts and purposes of writing. Therefore, appropriate consideration is given to composition as a comprehensive notion.
   - There are more important differences in modes of discourse which are governed by context and purpose. Learners should be exposed to a wide variety of these, e.g., small group discussion to clarify a position on an issue, formal speech to persuade an audience of a belief, etc.

3. Reading

- Reading is important for information acquisition purposes. One must be able to read if life is to be more than daily existence. Knowledge is comforting and reading is an important key to knowledge.
- Reading is a symbolizing and an aesthetic act. In some senses, information acquisition is secondary to this process of being involved in the act of symbolizing. Reading then is an active process and not a passive one.
- Reading is a key to our cultural and literary roots as well as contemporary society. Our literary traditions help to define what we are now. Not to be aware of the literature of the world is to be less than education. (Also see Reading Program section.)

4. Writing

- What is written is more important than how it is written. This is not to suggest that mechanics and form are unimportant, only that they are secondary to the content itself. Development of both throughout the school program is important.
- Talk provides the essential link to writing and helps to structure experience from which writing may grow. Hence, speaking and writing are closely related and represent important partners in the composing process.
- One learns by writing, and one learns to write by writing. Writing is primarily an act of perceiving and not simply a revelation of what is perceived. The primary purpose of writing is to assist in cognitive-affective development. Idea explication follows in importance. This means there is need for attention to a wide range of writing experiences, and opportunities for using a wide range of composing forms. Writing provides essential roots in first hand experience and helps enable people to cope with that experience. There should be ample opportunity for creative writing as well as other expository forms such as reportive, argumentative, etc.
- Rhetorical concepts such as subject, audience and purpose are implicit in the writing act. They are addressed in the program. Opportunities to write for different audiences (self, personal you, unknown you) about different topics and for varying purposes are properly attended to.

Implications Growing Out of the Governing Assumptions

Language as process is as fundamental as language as product. Hence, adequate time is devoted to activities calling for language production. Small group discussion, creative dramatics, role-playing and simulation activities, speaking before groups, are implicit aspects of the program. Attention is given to the structure of language as well. But the approach is descriptive rather than prescriptive. The concept of "appropriateness" is given more attention than the concept of "correctness" in the daily operation of the language arts program. The teacher respects the language of the student and works developmentally to assist in the growth of a "languaging" perspective in that student. Our students hopefully leave with an oral and written languaging proficiency, a respect for its power, a humility in its limits, and a sense of genuine joy in its use. Reading for informational purposes and aesthetic involvement is cultivated. Literature is integral to both the elementary and the secondary program and it provides much of the focus for development of the other languaging skills.

In addition, a strong language arts program has instructional implications which also grow out of the governing assumptions:

1. It is comprehensive. Attention is given to all the major forms of oral and written expression. Although literatures of the western world are given priority, nonwestern literatures are introduced.
2. It is sequential. The English language arts have a greater sense of psychological development rather than logical development. We are more concerned with the linguistic and cognitive development of the learner and the implications of such for content than we are with an arbitrary logical order in content. There is, however, an attention to sequential and careful planning of experiences in important language arts concepts that allows for effective curriculum development.
3. It is individualized. The English language arts program must attend to individual needs. This does not necessarily mean an individual working alone. In fact, in most instances such would be contrary to the essential purposes of a program designed to produce language human beings. However, it does mean important experiences suitable to the needs and abilities of the learner are built in.
4. It is humane. This is the heart and hope of the English language arts. A quality program produces educated rather than trained people. It produces people who believe in themselves and in the world around them. They find truth and beauty without being ignorant of opportunities for improvement. These are the roots of that humaneness which underlies the most fundamental of any English language arts purposes.

Evaluation in English Language Arts

Evaluation is to be built into the English language arts program. Such evaluation is based upon the goals and objectives formulated in the program rationale and philosophy and is comprehensive enough to address all the languaging domains discussed here.

Some evaluation can be quite informal in nature, e.g. oral feedback from students, parents, and other educators. However, there should also be more formal dimension which attempts to measure in a number of ways how successfully the program is functioning. This includes formal testing, for instance. Some objectives of the program may legitimately be measured by standardized tests although objectives of writing and speaking typically call for other techniques such as case studies, composition measures of writing ability, etc.

Many of the more important indicators of program success, however, are to be found in consideration of things such as IMC utilization, support of extracurricular activities, such as forensics and drama, and community interest in the schools language arts program.

Ultimately the kind of graduates we produce constitute the formal and most profound evaluation. ☐

The Reading Program

READING IS A PROCESS of communication which derives meaning from the printed page when the reader:

1) decodes the printed words.
2) comprehends meanings.
3) reacts to the meanings he has developed.
4) uses some of the meanings.

Reading is a developmental process which commences before formal educational experiences and continues beyond public school experiences throughout adulthood.

The Components of a K-12 Developmental Reading Program

1. The reading program recognizes and accommodates the varying learning rates and individual instructional needs of all learners. Instruction is sequential.
2. The organizational patterns within the classrooms and in the school as a whole meet the individualized needs of learners.
3. There is coordination and articulation among all federally funded, volunteer, and other reading and language arts programs with the basic reading curriculum.
4. The reading program provides for the needs of the exceptional learner (e.g. mentally retarded, emotionally disturbed, high achiever, etc.).
5. All textbooks and other materials are appropriate to the instructional level of students using them and are selected to accommodate the wide range of reading interests of learners.
6. All content area teachers are teaching those skills necessary for the effective reading of their respective instructional materials.
7. There is a quality library media center provided, with adequate professional and other staffing.
8. There is a commitment by staff to pupil learning and not just to teaching.
9. There is a continuous program of staff (certificated teaching, supportive, administrative) development in the teaching of reading skills.
10. A cadre of trained volunteer reading helpers is recruited.
11. A professional collection of materials is available for those involved in the reading program.
12. The importance of personal independent reading is recognized and is promoted in a variety of ways.
13. There is an evaluation component in the reading program which includes both formal and informal measurement activities.
14. The whole school atmosphere reflects commitment to the importance and enjoyment of reading.

The Development of an Effective K-12 Reading Program

The following activities are suggested to aid school systems in identifying needs and developing strategies and solutions that can be implemented on a long range, continuing basis to affect change in reading instruction.

- Survey the needs related to reading.
- Assess existing resources — people, facilities, materials, procedures, money, etc.
- Consider possible solutions.
- Include the community in planning and implementation.
- Set long range goals and specific objectives.
- Clarify operational procedures.
- Develop a plan of action.
- Evaluate the program.

The District Administrator and the Reading Program

The district administrator's leadership in improving reading instruction is essential. The excellence of the local reading program is related directly to the commitment, interest, and involvement to staff development in reading instruction evidenced by the administrator.

The administrator is responsible for identifying specific personnel who have the authority, responsibility, support staff, and time to coordinate the development and maintenance of a quality reading program; actively seeking candidates with preparation in the teaching of reading when filling vacant positions; assuring budgeted funds for continuing staff development program in reading; and communicating personal interest in improved reading instruction to all staff members.

The Principal and the Reading Program

Usually, the principal is responsible for the reading program in an assigned school building. He has the authority to expedite decisions and initiate improvement activities. The principal sets the tone which determines whether the school will become a learning center for teachers and administrators as well as children. The principal is in a position to enhance the possibility of success in the reading program and to reduce the possibility of failure in reading instruction.

The principal's role resquires knowledge of the components of an effective reading program; ability to provide competent supervision; knowledge of level to level sequence, skills to be taught, diagnostic procedures, and prescriptive techniques; and awareness of evaluation procedures to determine the effectiveness of the reading program.

The Reading Personnel and the Reading Program

Reading personnel function as leaders, resource persons, observers, and catalysts to the reading program and the staff members implementing the reading program.

The Reading Consultant/Coordinator:

- organizes the development of a system-wide reading philosophy and curriculum, and interprets it to the school administration, staff, and public.
- surveys and evaluates the ongoing reading program and makes suggestions for needed changes/revisions.
- translates the district reading philosophy with the help of the principal of each school into a working reading program consistent with the needs of the students, teachers, and community.
- exercises leadership with all personnel in carrying out good reading practices.
- works with classroom teachers and others in improving the developmental and corrective aspect of the reading program.
- evaluates reading personnel and personnel needs in all phases of a district-wide reading program.
- and makes recommendations to the administration regarding the reading budget.

The Community and the Reading Program

Positive school-community relationships are fostered through some of the activities suggested:

- The school district defines the reading curriculum and makes the information available to the public.
- The school district provides a program of education for parents or other adults responsible for children.
- A reporting system for reading development which documents each child's learning and interprets the child's reading progress to parents is provided.
- There is a program of publicity and related activities having the objective that the entire community will view reading as an important activity in each individual's life.
- The public library promotes reading among all segments of the population.

Growth in reading attitude and ability occurs in the home, community, and society as a whole, as well as in the school. The teaching of reading is a humanizing process. The absence of the skill of reading results in a person who is less than an individual. □

Evaluation

The reading program must be continuously evaluated by monitoring the pupil's needs, goals, and objectives. It must be concerned with three major aspects of reading development: word perception skill, comprehension or thinking skill, and the growth of positive attitudes toward reading. There is no single evaluation instrument which can measure effectively all aspects of a complete reading program, thus, a variety of measures must be used.

Standardized tests are useful for longitudinal evaluation of student reading performance. Such data provides information on general program effectiveness, identifies groups of children which may need modified instructional programs, and, in combination with other measures, may be used to identify individuals experiencing severe reading problems.

Standardized testing is not suitable, however, for measuring student behavior on specific instructional objectives. Teacher observations, informal tests such as word lists, informal reading inventories, interest inventories, and criterion referenced tests as well as published diagnostic tests should be used as needed to monitor individual children's skill development.

Some aspects of reading cannot be measured by paper and pencil tests, e.g., growth of positive attitudes toward reading, increasing choice of reading as a leisure activity, and increasing library use. These are long range goals of reading program which elude measurement by testing. Observation and informal surveys provide the only known methods for collecting this data. □

Foreign Language

THE PURPOSE FOR STUDYING a foreign language in the American public school system is to involve the student directly in the use of oral and written symbols drawn from a culture which does not speak English as the basic means of everyday communication. In a world which is growing more dependent internationally with respect to trade and commerce the practical career applications of learning a second modern language are obvious. Thus, one purpose of studying a second language should be that of familiarizing students with the career implications connected with the acquisition of a non-English tongue. However, a more basic purpose of foreign language instruction has to do with the development of certain understandings, skills, emotions, and areas of aesthetic sensitivity which can be derived from the properly-structured foreign language program. The well-designed foreign language program may help a student to understand better other cultures, to develop a more flexible and creative approach to life in general, and to understand better what language (including English) is all about. In short, language study has a unique contribution to make to the personal development of the student. Such study also provides unique insights, feelings, and areas of knowledge which have application across disciplines, particularly with respect to English and social studies.

The exemplary foreign language program contributes to the development of the affective and cognitive skills and understandings listed below. At the conceptual level the student should demonstrate the following abilities:

1. To understand the relationship between sound-symbols and written-symbols.
2. To understand how the foreign language uses grammatical forms and syntactical patterns to express meaning.
3. To understand that the symantic range of foreign words and expressions almost always differs from that covered by the nearest English "equivalents."
4. To evaluate the foreign culture objectively and on its own merits rather than from the standpoint of Anglo-American culture.

At the skill level the students, after two or more years of language study, should be able to express themselves orally and in writing in the target language in a manner which is understandable to the native speaker. The foreign language student should also be able to comprehend aurally new arrangements of familiar material when spoken at normal tempo and with normal intonation and rhythm; the student should be able to read directly without constant recourse to a bilingual vocabulary list. In the area of culture the foreign language student should progressively develop more sophisticated attitudes with respect to the fact that "different is not necessarily wrong." By observing that non-English language patterns and non-Anglo behavior patterns are often highly functional within the context of the target language and culture, the skillful foreign language teacher can contribute to the improvement of student attitudes in the area which is often identified as "human relations." Where appropriate, the ethnic background of the local community or of people living within the community can be related to the foreign language program for the purpose of better understanding the multi-ethnic heritage which makes up the American nation. By achieving one or more of the above mentioned objectives to some degree of proficiency, students can develop a more positive self-concept with respect to their abilities to function in a multi-lingual world.

The foreign language program involves the student in the full range of learning processes ranging from psycho-motor skill development through the cognitive skills of learning to understand and apply grammatical and syntactical generalization. The affective domain is involved in such areas as literature and in the form of attitudinal development toward people who speak a different language and who engage in different patterns of cultural behavior.

1. Psycho-motor skills: The student learns to pronounce the sounds of a second language as a means to communicate with native speakers.
2. Cognitive skills: The students learn to apply generalizations relating to pronunciation, grammar,

syntax and culture in order to communicate and to comprehend messages presented to them in another language.

3. Affective skills: The student is sensitized to the fact that foreign language utterances evoke a totally different set of feelings and images in a native speaker than those produced by similar utterances in English within the context of American culture. The student also gains insights and experiences emotional reactions with regard to the way in which the prose and poetry of the target culture are used.
4. Data skills: The foreign language student learns to associate names of significant persons, events and geographical areas with the appropriate foreign language sounds and written symbols.

The foreign language program provides the opportunity for students to develop social skills through the process of communicating with their peers, with foreign language teachers, and (where available) with representatives from the target language areas. The foreign language program also includes regular social interaction by the means of the foreign language in which the student is required to communicate with a partner student, with students in small groups, and with fellow students in large-group situations. Students are also provided with frequent and regular opportunities to perfect their skills by studying individually or independently. In addition, they have at their disposal an ample supply of printed media and andiovisual media in the target language in which they are permitted to explore, discover, and create their own messages to be communicated to the teacher, to natives and to fellow students. Within reasonable limits they are encouraged to produce original written works in the target language.

In summary, it should be said, while certain "basics" do exist and must be mastered, the exemplary foreign language program will allow some variations with respect to the rate of learning, the content of learning, and the mode of learning. However, the teacher must remember that language is, after all, communication. This means all language study must be constantly referred back to a meaningful small group or large group situation involving social interaction among people.

The foreign language program draws from contemporary and historical knowledge of the feorgn language and its culture. It is true that some of the basics of language involve finite areas of knowledge particularly with respect to the basic sounds and grammatical patterns of the language. However, the number of arrangements of these forms and patterns is unlimited. Also, the amount of available cultural and literary knowledge is so vast for any given culture that it would require a lifetime to learn even a small part of it. Therefore, the emphasis should be upon learning the fundamental skills and upon learning how to approach the study of a second language and culture. Hence, it is more important to deal with a cross-section of foreign language material (including samples of linguistic, cultural, historical and literary material) than attempting to cover a vast amount of content or to become too narrowly focused on some particular aspect of language such as literary appreciation. As a general principle, it is advisable to do fewer things thoroughly in order so that the student can get a feeling of accomplishment, than it is to attempt to deal with all of the content which is presented in the typical American foreign language textbook or curriculum. The exemplary foreign language program will include units of work dealing with contemporary every-day life in the target culture, with some of the "monumental" achievements of the target culture, and with carefully selected literary segments which are appropriate to the age and maturity levels of the students.

Facilities and Materials

The exemplary foreign language program will provide a large supply of audio and audiovisual materials such as cassette tapes, open-reel tapes, discs, videotapes, 16mm film and other similar formats. Appropriate playback and projection equipment will also be readily available for students to use in both group and individual study situations. Production facilities will also be available to the foreign language teacher and the students so that the following types of activities can be carried on from time to time in connection with developing the objectives listed earlier. The following types of items might well be included:

1. Facilities for students to produce color slides, color films and/or video-tapes for use in presenting student productions relating to the foreign language and its culture. This can take the form of plays, skits and presentations dealing with culture or language or both.
2. Facilities which enable students and teachers to produce from flat copy color slides and other projectuals relating to the use of the target language and to the understanding of the target culture.
3. Ample chalkboard space and facilities for preparing appropriate overhead projectuals.
4. An ample supply of foreign language books, magazines, newspapers, and other similar materials available in an instructional materials center.

Evaluation

Evaluation deals with student performance and the characteristics of the program. In the field of foreign language this involves many outcomes which are clearly measurable along with many which are not directly measurable. For example, it is possible for a program to have good facilities, well qualified teachers and a vast supply of books and materials and still not be exemplary. Unless a certain environment is created in which the students feel free to express themselves in the target language and to develop a sympathetic understanding for the people represented by the various target cultures, the program will lack a certain quality necessary for the definition of "exemplary." Similarly, it is possible to elicit a high level of achievement in terms of pronunciation, grammatical correctness, and even fluency, without at the same time having developed sensitivity to the target culture and to the customs of the people who speak the language. Such a program might rate high in terms of measurable student outcomes while at the same time being far from exemplary from the standpoint of balanced achievement including the affective and aesthetic. Hence, a comprehensive evaluation of a foreign language program should include such things as students' enthusiasm for communicating in the foreign language and for engaging in social activities associated with the target culture insofar as such activities are possible within the framework of the school program. Measures of competency in listening, speaking, reading and writing skills are, of course, appropriate and necessary. The emphasis should be upon the students' active involvement with the receptive and productive skills of language rather than over-emphasizing the use of standardized instruments or measures of such things as isolated behaviors involving pronunciation, grammatical usage or cultural facts. What is most important is the development of the ability to synthesize what the student has learned in order to communicate and receive ideas which would make sense within the context of the target culture.

A large part of the evaluative process should be devoted to helping and encouraging the student to learn. Therefore, the majority of quizzes and tests and other assessments should be viewed as vehicles for helping students to improve in their use and understanding of the target language and culture. The focus should be upon helping students to enjoy the process of communication rather than attempting to motivate the student through extrinsic means such as fear of receiving low grades or the hope of receiving high ones. This means that testing and evaluation should be formative rather than judgmental.

To evaluate the affective areas staff members might wish to consider the questions such as the following:

1. Does the behavior of students indicate that they are developing an appreciation for the target language and the culture which it represents?
2. Do students show evidence of enjoying the learning activities in the foreign language program as evidenced by their enthusiasm, productivity, and willingness to participate in activities carried on in the foreign language?

In other areas, evaluation might be directed toward such questions as:

1. Do students make wise use of their time in independent study situations or in relation to small group and large group situations?
2. Can students apply the generalizations they have learned to real and simulated language and cultural situations?
3. Are students gaining in their understanding of similarities and differences between the target culture and their native American culture?
4. Do students show evidence that they can apply their foreign language skills to unanticipated situations for the purpose of communication?
5. Does the enjoyment or satisfaction exhibited by students derive from their mastery of the basic elements of the discipline?
6. Can students produce oral and written responses which are appropriate to communications situations which confront them?
7. Can students read appropriate samples of target language material and can they give evidence that they understood the content of the written selection?
8. Can students listen to a tape or to a live speaker who is discussing a topic within their range of vocabulary and understanding and can they summarize what has been said either in the target language or in English? ☐

Health Education

SCHOOL HEALTH EDUCATION HAS the potential to be one of the most vital, practical, exciting and rewarding instructional experiences in the total educational program. Its substance dwells close to the purpose of life itself and the very core of human relationships. School health education should consist of planned learning experiences designed to assist students in gaining knowledge and developing positive attitudes and behavior related to their physical, emotional and social health.

Health instruction should continually emphasize the interrelatedness, interdependence and interaction of the physical, emotional, social and intellectual dimensions of growth as they relate to the total health of each individual. Teachers with a responsibility for health instruction must strive to help young people appreciate that health is a quality of life, a sense of self-knowledge, vitality and internal harmony which is the means to successful living. Thus, teachers must

attempt to provide learning experiences which favorably influence this quality of life called health.

The scope of a comprehensive K-12 health education curriculum is a local school district decision. However, in 1973 the State Superintendent's Task Force on Establishing Criteria for Health Education recommended the following ten items to be considered when planning for comprehensive school health education. The program should:

1. be aimed at prevention of individual physical, emotional and social health problems;
2. be one that provides a healthful school environment, which reinforces what is being taught in the classroom;
3. include instruction in the major areas of physical health, social health, mental health, environmental and community health, and education for survival;
4. be developed through cooperative planning by educators, students, parents, and other advisory committee members;
5. be designed to promote and develop positive attitudes and practices toward the solution of public health problems;
6. be based upon current and scientifically accurate health information;
7. bridge the gap between health information and health practices;
8. be coordinated on a multi-disciplinary basis with related subjects;
9. focus on the positive aspects of optimal health, and not be totally centered on the study of health problems and
10. facilitate the exploration and use of innovative and creative instructional methods, which actively involve students in the achievement of established objectives.

There are many important facets to consider when implementing a quality K-12 health education program. An administrative decision must be made that health education is essential. Also important, is the allocation of time and resources, including funds, for curriculum development, implementation and evaluation. Someone must be assigned the responsibility for coordination of the instructional programs. Time to coordinate must be provided if real coordination is to occur. Next, the formation of a community-school health education committee should be considered. Possible committee members would include interested parents, health agency personnel, students, clergy and school administrators. The coordinator along with the advisory committee should:

1. Develop "we believe" statements as a rationale for school health education.
2. Identify the status of health instruction in the total school curriculum.
3. Decide how the health curriculum needs to be changed to meet goals within the context of the "we believe" statements.
4. Relate curriculum planning to policies and activities in pupil services including guidance, health services, psychological services and social work services.
5. Survey the community in terms of its interests, attitudes, and concerns about health education.
6. Review the DPI *Health Education Curriculum Guidelines* for assistance in program development.

From the advisory committee, there should be established a steering committee representing both elementary and secondary levels of education. This steering committee should develop measurable objectives to meet the goals or competencies established by the advisory committee. Using expert resource people and current materials, they should write or adopt a curriculum guide showing how the instructional sequence fits into the system's educational program. A decision must also be made as to where specific health units will be taught in related subject areas or grade levels. Finally the steering committee should be charged with the responsibility of reviewing and selecting the appropriate materials for use in the program.

The most critical item necessary in implementing the program is prepared and interested teachers who will do the actual instruction. If inservice is needed at the K-6 level, the district should request outreach programs from the universities to improve teacher competencies. The following universities in Wisconsin have approved health education programs: UW-La Crosse, UW-Madison, UW-Milwaukee, UW-Oshkosh, UW-River Falls, UW-Stevens Point, UW-Superior, UW-Whitewater. Qualified health educators at the local level along with other local and state resources should also be used for inservice purposes. At the secondary level the assignment of professionally prepared, certified, interested and enthusiastic health teachers is the best guarantee for a quality program. However, if necessary, an inservice program similar to that for the elementary level could be established.

Evaluation

Evaluation of the program should be a continuing process directed by the health education coordinator and monitored by the advisory committee to determine whether the instructional program meets the established objectives and is adequate to meet the needs of all pupils. This evaluation might include:

1. Pre- and post-tests to determine pupil knowledge, interests, attitudes, and practices related to the health curriculum;
2. Pupil self-evaluation of health status and practices;
3. Teacher self-evaluation to assess instructional performance and curriculum relevance; and
4. Involving students, administrators, teachers, and others in the evaluation process. ☐

Health Occupations

THE INCREASED NUMBER OF HEALTH care agencies, the gradual lengthened life span of our citizens, and the vast range of technological developments in the health delivery system are some of the factors which have contributed to the growing need for health occupations programs at the secondary level. It is the responsibility of the local schools to offer programs to the students who exhibit a genuine interest in exposure to the health care delivery system and are ready to pursue a more indepth study and possible preparation for specific entry level positions related to health care. It is important that these programs be developed as the community need presents itself.

At this time, there is no curriculum guide available for distribution, but the pilot testing of a proposed guide is taking place. Local schools have developed guides as their needs arose.

Program Development

A beginning exploratory course is suggested that utilizes fully the resources available in the community so as to give both breadth and depth to the student's exposure to the health care delivery system. This course is best offered at the sophomore or junior year in high school.

A second level course is usually planned with more individualized instruction which allows the student a greater indepth study of a more specific cluster of health careers related to career objective. This usually includes some specific volunteer commitment of time to observe and/or serve at one or more health care facility. This may be offered at 11th or 12th grade.

A third level or capstone course may be offered at 12th grade which includes classroom instruction and some on-the-job experience, either volunteer or remunerative. The work experience should be under the direction of a health professional.

In some cases, level two and three are combined; but care must be taken to provide adequate instruction in sanitation, asepsis, communications, ethics, interpersonal relationships, employe attitude, and medical terminology before the student is allowed in the proximity of patients.

Good public relations between the school, the instructor, and the health care agencies is essential for a broad, well-coordinated program.

Facilities

The utilization of off-campus facilities for instructional purposes varies with the community, but these must be incorporated into the total program to reach a top level of success. The generous use of audio-visual aids and resource people is also required.

Evaluation

Studies conducted of the graduates and the directors of the health care agencies could provide adequate evaluation. ☐

Home Economics

THAT THERE IS PARAMOUNT NEED for education in family living is evidenced by the high level of national and state concern for the stability for this major institution of society. Home economics education is founded upon the hypothesis that the home and family are key institutions in the social order. Society relies primarily on the family to maintain an environment conducive to optimum growth and development of its members, especially children, for it is in the home that children establish basic values and gain first concepts of relationships with others. The home economics program has as its core concern for the well-being of the individual and the family. It is in a position to make a unique contribution to the general education of today's youth for tomorrow's living and to assume its share of the responsibility in helping to meet the educational needs of all students. This field of study is concerned with family living. It unifies knowledge from many fields in solving personal and family problems; it personalizes instruction and puts emphasis on techniques of living.

Home economics classes offer opportunities to synthesize and interrelate learnings from other fields of education and to apply them to daily living. Here the students can equate the facts of biology and anatomy with psychology to develop a wholesome philosophy of social responsibility. The conditions for learning as well as the subject matter provide a "natural" environment in which to acquire positive attitudes toward self and family.

In addition to education for home and family living, preparation for gainful employment in occupations related to home economics is needed for secondary students. It is a recognized obligation of home economics to help all students grow in an understanding of the world of work and their place in it. Preparing youth for the dual responsibility of homemaker and wage earner involves considerable understanding of employment both outside the home as well as that of homemaker per se.

Home economics programs should be based upon the preceding philosophy and purposes. Achievement of these purposes is dependent upon organizing a sequential program K-12 so that children identify and develop fundamental concepts that will be effective in personal and family living regardless of the conditions under which the individual or the family might live.

Home Economics Curriculum

All home economics teachers in Wisconsin have available to them a copy of *Wisconsin Home Economics Conceptual Structure and Planning Guide for Secondary Schools* which is recommended for use. *Consumer Education, A Conceptual Structure and Planning Guide,* revised 1974, is also available to all secondary teachers.

The Conceptual Structure develops concepts within three major unifying areas:

- human growth and development
- personal and family relationships
- management of personal and family resources

To permit flexibility in program, three areas were organized on three levels — beginning, intermediate, and advanced. The subject matter involved in the five substantive areas: 1) family and child development, 2) family consumer education, 3) nutrition and meal management, 4) clothing and textiles, and 5) housing and interiors; provide the vehicle for developing the concepts established in the structure. One substantive curriculum area is not always an entity in itself, but more frequently is developed and implemented as interrelating segments of the total core. For example, consumer education may be an integral part of clothing and textiles, foods and nutrition, and/or housing and interiors.

Program Development

Home economics related materials for use in grades K-6 may be developed cooperatively by the home economics teacher and the teachers of those grades.

While a few school districts provide for beginning departmentalized instruction in home economics as early as the sixth grade, others begin this kind of instruction at the 7th or 8th grade level. This balanced comprehensive program at the 6, 7, 8 and/or 9th grade includes development of appropriate concepts selected from the beginning level of the unifying areas. Instruction emphasizes the family and offers a career awareness in home economics related occupations.

Following the comprehensive offerings, a balance of semesterized substantive area courses are usually offered. Content and learning experiences included should be relevant to the family of the 1970's, 1980's, and beyond. Consumer education concepts, valuing, decision making, and management are important components of all offerings. Second level semester offerings would place more emphasis on career exploration and career decision making.

Generally offered at the 11th and 12th grades, courses in family relations, child development and consumer education are essential components of the home economics program. Consumer education is often an interdisciplinary offering with shared responsibilities for the planning and instruction. Home economics instructors together with personnel from business education and social studies develop and implement this type of comprehensive effort.

In Wisconsin, occupational training programs that prepare students for entry level jobs usually begin in the 11th grade. During this first year the students can, through observation and/or simulated experiences, explore jobs in depth related to a specific cluster or to a multi-cluster of home economics occupations; i.e., care and guidance of children; clothing management, production, and services; food management, production, and services; home furnishings, equipment, and services; institutional and home management and supporting services. During their senior year students with an identified career objective could be enrolled in either a simulated or cooperative capstone program. These occupational training programs develop the competencies in a specific area of home economics to the point that a student acquires saleable skills needed in the labor market and/or be prepared for entry into a related advanced vocational-technical program.

It is recommended that Future Homemakers of America-Home Economics Related Occupations be included as an integral part of the curriculum. FHA chapters operate as a part of the consumer and homemaking programs and the HERO chapters in connection with the occupational programs.

Instruction at all levels is designed to correlate with and be augmented by extended class learning experiences and tapping resources available in the community. It recognizes the varying home backgrounds of the participating students. No discrimination in regard to sex should be evidenced in the total home economics program offerings. All courses should be designed so that participation in the program would be as relevant for boys as for girls.

Facilities

Building accommodations should provide facilities necessary for program implementation and atmosphere conducive to learning. Space and facilities should be related to local standards of living and serve the needs of various groups in the community.

Flexibility of facilities is of key importance so that space and equipment can be adapted to a wide variety of instructional techniques as well as to more than one substantive area. In addition, consideration should be given to providing the means by which courses leading to gainful employment in home economics related occupations may be developed and implemented. *Guidelines for Planning Facilities, Home Economics Education* is available from our publications division and can be had upon request.

Evaluation

Evaluation studies will be conducted by interviewing graduates of the school who are contributing citizens to our society. These former students may be in a role of wage earner, homemaker, or combination of both. ☐

Industrial Education

A BASIC PREMISE FOR INDUSTRIAL education is that industry is an institution developed by people to aid in meeting their material needs. Its influences on people, their environment, modes of living and even their values are pervasive and often subtle. It is likely that few fully realize the impacts of industry on human beings — positive and negative. Industry is such a potent force in contemporary society that it is important for all citizens to understand it. Industrial education is that segment of education which draws its body of content from industry. It provides for a comprehensive understanding of this societal institution as well as the development of competencies related to various aspects of industry.

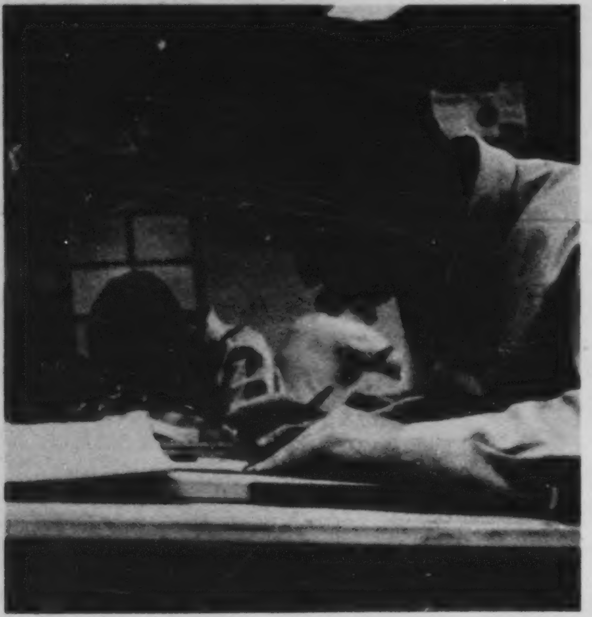
Objectives

Objectives serve as a commitment from a field of study to students of what they can expect from an instructional program. Industrial education in Wisconsin should provide students these opportunities:

- To work with elements of industry to gain understanding of how they function in producing goods and services.
- To understand the interdependence of society and industry.
- To explore the context in which industry has developed and continues to develop.
- To explore occupational areas as a basis for selecting a career and understanding the pursuits of others.
- To prepare for entry into appropriate industrially related occupations and develop a base for further occupational education.

Content

Program objectives broadly identify the responsibilities of industrial education. If the objectives are to be attained it is necessary to select content and design learning experiences consistent with the intent of these objectives. To provide a basis for the selection of content, a series of elements derived from an analysis of industry has been structured for each objective and is presented in the *Wisconsin Guide to Local Curriculum Improvement in Industrial Education, K-12.*[1] The elements of industry are as follows:



System Elements

Research and Development — investigation and experimentation conducted for the purpose of arriving at a solution to an identifiable need.
Production — the methods and processes used in the output of goods and services.
Marketing and Distribution — flow of goods and services from producers to consumers.
Maintenance and Services — servicing property, equipment and people.

Resource Elements

Finance — acquisition and utilization of financial resources in industry.
Personnel — human resources essential to industry.
Materials — substances from which products are produced.
Power and Energy — the fundamental ingredient in all mechanization and technological development which may be transformed into work.
Property — holdings or possessions of an enterprise upon which value can be placed.

Coordinating Elements

Management — operational activities which provide for the leadership of an enterprise.
Communications — interaction resulting in the exchange of ideas and information.

Content may be organized in many ways. Although many contemporary industrial education content organizers such as construction, manufacturing, communications, materials processing, energy and transportation are emerging, it would be presumptuous to assume that any particular combination of organizers would be appropriate for all school districts. All schools have the responsibility to provide students opportunities as stated in the objectives for industrial education. The way in which schools fulfill these responsibilities and provide students appropriate experiences will vary.

Student Activities

Industrial education has always made extensive use of laboratories for instruction. Meaningful activities should be designed to enable students to continue to engage in laboratory experiences. A challenge to industrial educators is to design activities which will enable students to experience content appropriate to attaining the stated industrial education objectives.

Activities may be developed at all grade levels. At the elementary school level, activities may be integrated with other subjects to provide motivation and to serve as a vehicle for the study of other subject content. In the middle-junior high school, industrial education may be offered as a series of courses or as a part of a program unified with other subjects. At the high school level, the program should be designed to offer a wide variety of short-term elective courses which may lead to specialty experiences. Activities at all levels should be available to students with a variety of interests and varying abilities and learning styles.

Evaluation

Program evaluation should be a measure of how well stated objectives are being attained. Based on the industrial education objectives presented in this publication, students should be provided the opportunity to gain an understanding of industry as an institution, its development, and relationship to society; assess interests and occupational opportunities; and prepare for continued education and entry into industrial occupations. An evaluation should determine the extent to which students are provided the stated opportunities. ☐

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[1] *Wisconsin Guide to Local Curriculum Improvement in Industrial Education, K-12,* Department of Public Instruction, Bulletin #3541, pp. 4-13.

Mathematics

THE PURPOSE OF THE STUDY OF mathematics in our schools is to help all students to think functionally in varying degrees about quantitative and special matters. In order to achieve this end, each student needs to acquire a certain degree of skill in the manipulation of a number of mathematical facts and concepts. He is then able to develop a sound understanding of mathematical relationships, generalizations, and principles which support the fundamental skills.

As the fundamental laws of mathematics are observed, developed, and used, students at an early age begin to see that they have a medium in which they can "think" about a vast number of problems and situations. This early beginning, though incomplete and imperfect, points clearly to the following fundamental objectives of teaching mathematics in our schools: (1) the development of an understanding of the basic numerical and geometrical aspects of nature as distinct from words and symbols used to name these aspects; (2) an understanding of the fundamental properties of numbers with their respective laws of operation; (3) the ability to use the ideas of mathematics to explore new problems and their solutions; (4) an appreciation of the role of mathematics in the scientific and social aspects of our culture; and (5) a realization of the importance of mathematics as a segment of human knowledge which is worthy of study in its own right and which provides man with a means of seeking "truth."

From these objectives it is possible to list the expected outcomes of an exemplary mathematics program:

- The most important goal of mathematics instruction is the development of students' ability to solve problems. The term "problem" is used to mean a question that is posed for which an answer is not immediately available and for which the student desires to find a solution. It is assumed that the student is required to use more than immediate recall or previously established patterns of action to find a method for arriving at a conclusion. In particular, the skills of mathematics and the correct applications of mathematical principles and methods are essential to this process. Emphasis should be placed on those problems which arise from real life settings.
- Students develop the facility to apply previously learned mathematical principles, skills and methods to real life situations so that some problems do not arise.
- Students attain the prerequisites for continued formal study (and/or independent study) in mathematics, related fields and other subjects using mathematics.
- Students realize that while mathematics can be a useful tool for solving problems and making decisions, it is also recognized as a science, an art form and a language. As a science the student is involved with a study of patterns and also looks at mathematics as a unified structure. As an art form, the student is given the opportunity to be both creative and original. The language of mathematics enables the student to comprehend and communicate ideas which would otherwise be beyond his communication capability.
- Young children maintain the natural interest they have in mathematics with the resulting desire to continue study. The student recognizes mathematics as an alive, enjoyable, game-like discipline with profound implications for the future of society.

In order to accomplish these outcomes there are identified processes and methods that are typical of exemplary mathematics programs.

- Those characteristics related to the means of achieving the output goals are centered around the notion of success-oriented instruction. Individual pupil success in the learning of mathematics can occur only when differences between pupils are taken into account. The instruction is individualized along three dimensions: time, content and mode. The latter dimension must feature active learner involvement, initiating with concrete manipulative experiences and progressing, as readiness permits, to activities dealing with concepts of a more abstract nature. The self-study mode must not dominate at the elementary level. Mathematics is "talked" as well as "worked," through liberal teacher-pupil and pupil-pupil interaction via group activities and discussion. Cyclic reinforcement and/or content spiraling is provided as necessary.
- The ideal mathematics program possesses a built-in accountability system capable of retrieving diagnostic information on individual pupil progress and continuously assessing overall program adequacy and efficiency.
- In the final analysis, however, the student remains the most important instructional variable and as such, plays a most important role in the learning environment. The teacher's competence in subject matter and in classroom management skills are indispensable if they are to interact effectively with pupils.

The content of any improved mathematics program should be consistent with the five identified objectives and should take into account the recommendations which have been made by the major mathematics study groups, commissions, and professional organizations. Appropriate number and geometric ideas are introduced at the kindergarten level and extended spirally through the twelfth grade as a well developed sequential program of mathematics. The selection of the specific set of ideas to be introduced, developed, and used must be in line with such factors as are needed by pupils to further develop an understanding of mathematical concepts to meet pupil needs, abilities, interests and to prepare them to assist in meeting the needs of society.

It is necessary that the pupil be an active participant if he is to learn the basic concepts and principles of mathematics. Direct experiences with concrete objects will foster the learning of abstract mathematical ideas. Good mathematics teaching consists of developing a pattern of situations which will lead the student to discover a fundamental idea. After the idea or concept is well in mind, a name or symbol is attached to it.

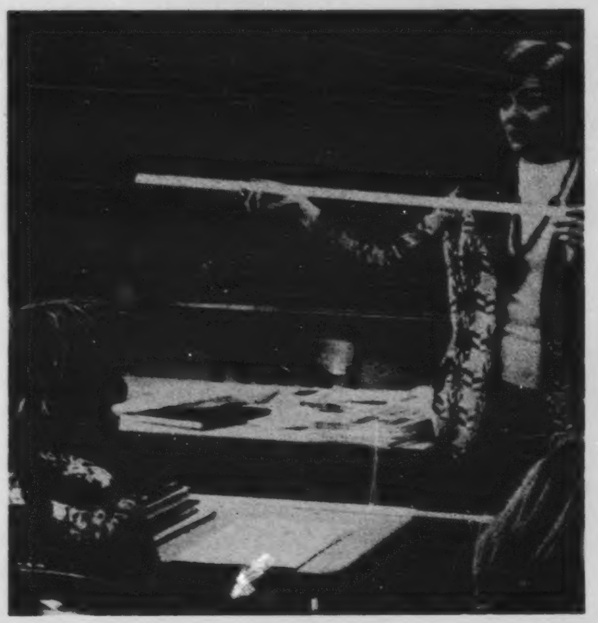
Learning mathematics is a process of exploring and discovering. This process involves a great deal of "intelligent guessing" and the "testing" of guesses. This inductive process will aid students to arrive at generalizations which, in turn, can serve as partial bases to develop further concepts and principles. This latter process is deductive and really is the heart of mathematical thinking. Each student in this sense, regardless of his level of ability or grade in school, is playing the role of a "junior" mathematician. Necessary and meaningful computations follow the development and learning of a mathematical concept. Computation is basically the manipulation of the symbols of mathematics and hence is not to be an end in itself. In other words, the mere use of a variety of mathematical skills and the subsequent acquisition of generalizations is not nearly so important as the thinking the pupil must do in order to use the skill and make a particular generalization.

In order to meet the varying abilities and interests of students, it may be necessary to provide different levels of a single course as well as different courses at a particular level. This implies using different text materials as well as other aids to learning.

Facilities and Materials

While the facilities required for mathematics classrooms are not as specialized as those required for some other areas of the school program, certain special features are desirable. The model mathematics classroom has enough chalkboard space so that a number of students can be working at the same time. Space is provided for individual and small group project work. Each classroom has adequate display areas for mathematics projects and models and storage space for materials and equipment.

In addition to basic texts, a wide range of supplementary reading materials should be available to enhance the teaching and learning of basic ideas. The use of appropriate audio-visual equipment and materials is desirable and is encouraged throughout the program. Manipulative learning devices for demonstration purposes and individual use are an integral part of mathematics instruction, particularly at the elementary level.



Evaluation

Both objective means such as measurement of reasoning ability and computing skills of students and subjective means such as observation of student attitudes towards mathematics can be used to evaluate various aspects of the mathematics program. Teachers may also evaluate the mathematics program of kindergarten through grade twelve, by noting yearly progress of individual pupils as they move from grade to grade. In addition, ability to apply mathematical knowledge and skills in a variety of educational, social, and professional tasks both in and beyond the school years constitutes a further measure of the effectiveness of the program. □

Music

THE COMPREHENSIVE MUSIC PROGRAM touches all students in the school in some meaningful way while providing a diversity of musical experiences and involving music of a variety of periods, styles, forms and cultures. The primary purpose of such a program is to establish for every student a sound and permanent relationship with music which gives satisfaction and personal growth during the school years and throughout life. The nature of music instruction provides a balance between those experiences which primarily have musical outcomes and those experiences where music is used as a means to enhance other learning and develop significant perceptual/motor, psychological and social behaviors. The school music program can provide a range of involvement levels for students including creating and performing their own compositions, performing and interpreting the music of others, listening to and analyzing music, reading about and discussing music or listening to others talk about music. In planning the instructional program in music, it is important to realize that students will respond most positively to the higher levels of involvement which include creating and performing.

An important aspect of the music program is the potential for individual expression, aesthetic sensitivity and emotional release through music. These higher levels of experience are rarely possible, however, if students have not had opportunity to develop basic skills and understandings in music through a coordinated, developmental program taught by enthusiastic, sensitive staff. The ultimate purposes of music education are embodied in the things which music can do for people rather than in what people can do for music.

General Music Program

In the elementary general music program emphasis should be on the development of basic musical skills and concepts with all children which can later be applied in a variety of musical settings. The teaching staff at the elementary level should be familiar with and apply the principles of music teaching and learning embodied in such methodologies as Dalcroze, Orff, Kodaly and Tometics. The instructional activities through which these principles are applied include the use of the singing voice, rhythm and melodic instruments, creative and structured movement, and music improvisation. Two primary goals for the elementary general music program are the development of a functional level of music literacy and a positive self-concept in relation to music experiences for each child.

Either general music, choral music or instrumental music should be required of all children through the first year of middle school or junior high. In subsequent years, a variety of electives should be available which provide general music experiences as an alternative to the vocal and instrumental performing groups in the school music program. The types of offerings in general music should be consistent with the exploratory nature of the overall curriculum at this level by providing for the study of such things as guitar, recorder, folk music, electronic music, keyboard instruments, musical theatre, jazz, music history and careers in music. Those general music experiences which have a high level of student interest should be extended into the high school music program. In addition, the secondary program can offer opportunities for interdisciplinary experiences such as the science of sound, allied arts and humanities.

Choral Music Program

The choral music program is differentiated from general music experiences by its emphasis on organized choral groups and the development of musical skills and concepts through the study and performance of choral literature. Both selective and non-selective choral groups should be available as electives for students beginning in the upper elementary grades and extending through the secondary school.

In grades 6-8, special care should be given to designing experiences appropriate to the boy's changing voice. The choral music program provides opportunity for large group, small group and individual instruction and experiences. Large groups such as choruses and glee clubs are supplemented by smaller ensembles such as madrigal group, swing choir, folk groups, barbershop quartets and musical theatre groups. Students also have the opportunity to develop a higher degree of musical independence through the study and performance of vocal solo and ensemble literature.

Instrumental Music Program

In addition to the types of instrumental music experience included in the general music program, developmental experiences on band and orchestral instruments is an important part of the total music program.

Instrumental instruction should be available as an elective beginning in the elementary school. Because of the availability of smaller instruments in the string family, it is appropriate for instruction to begin at an earlier level than on wind and percussion instruments. Stringed instrument instruction should begin no later than grade four and wind and percussion instruction no later than grade six. There is also potential for preschool and early childhood stringed instrument instruction through experiences such as the Suzuki Talent Education Program.

At each level of the instrumental program, it is important that children have opportunity for large group, small group and individual experiences. This can be accomplished in the beginning and intermediate levels through the use of instructional materials which allow for individualization of instruction within a group. Supplemental experiences should be available which encourage the development of musical independence. Appropriate large instrumental groups include the concert band, wind ensemble, full orchestra, string orchestra and marching band. Smaller ensembles such as the jazz ensemble, brass choir, woodwind choir, string quartet, chamber orchestra, and percussion ensemble also are a regular part of the school program. All students in instrumental music should have some opportunity for solo and ensemble experience as a supplement to the large performing groups.

Program Leadership and Coordination

Because of the developmental nature of music learning and the wide variety of activities possible, it is essential that there be coordination of the school music program on a K-12 basis. This includes the identification of a full-time K-12 department chairperson or music supervisor when the number of music staff reaches 12 teachers. This person should have clearly defined responsibilties and authority in the area of supervision of instruction, curriculum development, program administration, budget planning, personnel and public relations. The music supervisor should also take a leadership role in providing constant communication among the music staff, the school administration and the community regarding the goals, purposes and activities of the music program.

A written curriculum guide should be developed with enough specificity of instructional objectives to ensure a consistent approach to the development of basic music skills and concepts. Special care should be taken to maintain a balance between valid instructional activities and service to school and community groups in the music program. Decisions regarding instructional time, staffing, materials, equipment and facilities should be consistent with the curriculum guide and sufficient to meet the goals and objectives identified.

At the high school level, credit should be given for music offerings on the same basis as other academic subject areas and students who have interest in a career in music should have opportunity for specialized instruction in areas such as conducting, music theory and history either as a part of the ongoing program or as separate offerings.

Summer programs offer an excellent opportunity for supplemental offerings in music, a continuation of those experiences developed through the school year, remedial work for selected students and the initiation of new programs of music instruction.

Evaluation

The school staff should seek to gain as much information as possible regarding the musical aptitude, interest and achievement of students at all levels of the program. In addition to the ongoing assessment of student achievement which should be a part of each music offering, it is beneficial to make use of published standardized aptitude and achievement tests such as the Musical Aptitude Profile, the Colwell Music Achievement Tests or the Iowa Test of Music Literacy. The music staff should identify critical levels of the K-12 program and use either standardized or teacher-made tests to help in determining the progress of students and in making needed revisions in the instructional program. ☐

Physical Education

PHYSICAL EDUCATION HAS ALMOST unlimited potential for contributing to the physical, mental, social and emotional development of students. Historically, the objectives of physical education have included skill development, the maintenance of physical fitness, the acquisition of recreational skills, and the establishment of desirable attitudes and behavior. These are worthy objectives, whose value has been emphasized by the stresses and excesses of modern living. It is not only desirable, but essential, that young people acquire the knowledge and ability to build and maintain healthy body systems, to relieve tension through physical activity, to use their bodies efficiently in a variety of settings and to function well in interaction with other people.

The physical education curriculum provides the means of reaching educational objectives through physical activity. Since activities are the instruments of education, they are important only in what they are able to contribute to the development of children. Many activities may be useful in reaching the same objective, so teachers should not feel frustrated if they find it impossible to provide all the activities they might consider desirable.

At each level of instruction the physical education class should provide students with opportunities for extensive and vigorous physical activity, for participation in rhythmical activities and dance, for learning games and sports appropriate to their age level, and for the establishment of desirable behavior traits.

To assure children of normal physical development, adequate attainment of basic skills, and the maintenance of desirable fitness levels, physical education activities should be daily at the elementary grade level.

Opportunities in physical education should be the same for children, regardless of grade level, and instruction should be coeducational in most activities. Separation of classes by sex is prohibited by Federal law.

In the lower elementary grades, the physical education curriculum provides regular vigorous activity for the optimum development of body systems. Unless developing bodies are challenged by activity during their growth period, they can never reach their full potential.

Young children also learn to use their bodies efficiently and effectively under a variety of conditions, both in game situations and in everyday, routine activities. Research increasingly confirms the need for early instruction of children in basic motor activities. Perceptual-motor studies also indicate a frequent relationship between children's motor performance and their success in certain classroom activities.

The objectives of early childhood and primary grade physical education may be attained through programs which provide for movement exploration, activities on mats and simple equipment, instruction in the reception and manipulation of objects, participation in selected low-organized games, and experience with rhythmical movement and music.

In the upper elementary grades, the teaching of motor skills remains very important. Refinement of basic skills into the more complex movements of traditional games, sports, gymnastics, and dance is appropriate, but concentration on competitive play rather than fundamental instruction is premature.

Middle school and junior high physical education provides opportunity for extensive exploration of physical activities. This is the time when children sample a wide variety of sports, games and activities. It is the time when children discover their physical potential and establish their preferences in sports and games.

The middle school and junior high years are also ideal for team sport participation by both boys and girls. At this level, however, the team participation should be available to all students, not just those of varsity caliber. Large and well-organized intramural programs are essential to the attainment of middle school and junior high school objectives.

In senior high school, the most effective physical education programs allow students to concentrate on a variety of activities of their own choice. Emphasis is given to Lifetime Sports and activities which individuals may engage in throughout life to maintain physical fitness and derive recreational satisfaction. Vigorous, rhythmical activities which raise the pulse rate significantly for extended periods of time are most effective in building and maintaining cardiovascular fitness

Development of such qualities as cooperation, fair play, respect for rules and authority, self-disciplines, and courage should be considered worthy goals which require specific attention if they are to be attained. Well-conducted competitive games can make a contribution to the development of these qualities.

If students are to have experiences which bring them a reasonable measure of success, the teacher must plan activities which involve students with varying abilities and needs. The proper sequential order of learning steps is important both to efficiency of learning and to prevention of accidents. Participating student leaders may be used effectively in demonstrations and as leaders in small group activities. Efforts should be made to relate physical education experiences to other learnings of the school, particularly in health education activities.

Facilities for physical education are planned to include areas which can serve as receration centers during out-of-school hours for students and adults of the community. Elementary schools need one or more indoor teaching stations and spacious outdoor playground areas, including all-weather surfaces with separated areas for primary and upper grade students. Court outlines are essential for indoor and outdoor game areas.

Desirable indoor facilities for secondary schools include one or more gymnasiums, a swimming pool, weight rooms, multi-purpose areas, adaptive physical education areas, ample storage space, and large locker and shower rooms.

Desirable outdoor facilities include playfields, tennis courts, baseball and softball diamonds, track and jumping pits. Large open spaces are also desirable for teaching such activities as golf, archery and bait casting.

Since the number of activities which can be considered appropriate to present day physical education is almost without limit, many schools are using off-campus facilities, including golf courses, tennis courts, swimming pools, bowling lanes, shooting ranges, dance studios, ski slopes and skating rinks.

A wide variety of equipment and supplies is essential to achievement of physical education goals at all levels. Fixed apparatus on elementary playgrounds may take a variety of forms, but it should allow children to jump, climb, hang, run, balance, develop upper body strength and engage in creative activity. Typical formal apparatus includes climbers, balance beams, vaulting fences, chinning bars, climbing poles and obstacle courses.

There should be regular measurement of growth in physical development and motor skills as well as informal appraisal of development in desirable attitudes and behavior. Standard fitness and skill tests are available to supplement teacher devised tests. Students may be helped to evaluate their own achievements and to plan adaptive or remedial work when necessary.

One measure of excellence in physical education is the degree to which students who do not succeed in regular classes are guided into alternative programs and adapted activities. Some kind of beneficial activity can be provided for students, regardless of the specific handicap or condition which limits their complete participation. Such programs should be planned with the cooperative efforts of parents, students, physicians and teachers.

Helpful information regarding physical education for the mentally handicapped is contained in the Department of Public Instruction publication, *Physical Education Curriculum for the Mentally Handicapped,* Bulletin No. 2102. Also available from the Department of Public Instruction is a publication on physical education assessment, *Physical Education [Skill] Performance Objectives, Elementary and Secondary.* ☐

Safety Education

EVERY SCHOOL IN WISCONSIN is morally and legally responsible for the safety of its pupils. School administrators should be aware of the laws of Wisconsin relating to general school operations. In Wisconsin Laws of 1969, Chapter 118, curriculum requirements provide that "every public school shall provide instruction on the prevention of accidents and promotion of safety on the public highways."

Safety education must be considered seriously as one of the important facets of the educational program, requiring the full and unqualified support, as well as daily attention of all staff members.

The importance of integrating safety education into the formal education process is best illustrated by the following points:

1) Safety education contributes to the development of a person's characteristics of responsibility, respect, and cooperation which are vital for a satisfying, efficient, and productive life.
2) Safety education offers excellent opportunities for the development of decision making, a prerequisite for good judgment. Teaching students how to live as safely as possible amid many hazards is an imperative part of their school experience.

Safety education should be integrated into all grades and subject matters from kindergarten through the 12th grade. The following are essential components for a school district to implement a comprehensive quality safety education program:

1. Establish, by the board of education, a school policy to give legal status to the safety program.
2. Enlist active support and leadership from the board of education, the administration, the educational staff, and the community.
3. Have a school district safety coordinator appointed by the district administrator, with approval from the board of education.
4. Develop an accident reporting program.
5. Establish an advisory committee composed of students, teachers, administrators, and community representatives. This committee will offer direction for planning and implementation of the school district's safety program.

6. Develop a curriculum of safety education that is in accord with the purposes of the local school district.

The teacher is the key to an effective safety program. The teacher must consider safety as an integral part of the teaching task and carefully plan, with fellow teachers, to teach the essential components of safety at the appropriate time during the total school experience of students.

SYMBOLS
SAFE
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Evaluation of the safety education program is essential. The existing curriculum can be compared with the *School Safety Program Evaluative Guidelines* developed by the Wisconsin School Safety Coordinators Association. Also, existing curriculum materials may be surveyed in order to insure excellence. This information provides a foundation for evaluating safety education and also serves as an impetus for the development and expansion of the program. ☐

Science

AN EXCELLENT SCIENCE EDUCATION program is based upon a broad interpretation of all components of science including the impact of science on society. It is not enough to educate only for understanding of the facts, principles and concepts which have been generated by the activity that is generally known as science. The activity itself is to be studied and, insofar as possible, students will become competent in activities that are related to science. This expanded view requires that a program in science education must have a balance in classroom activities between those directed toward a conceptual understanding of natural phenomena and those directed toward understanding and competence in the processes of science. These two components provide the structure for the K-12 science curriculum. However, a comprehensive approach to science education is achieved only when these structured components are put into the context of the human culture and society.

The primary goal of science education is to develop scientific literacy. According to the National Science Teachers Association this goal is accomplished when "science curricula contain a balanced consideration among conceptual schemes, science concepts and science processes including rational thought processes, the social aspects of science and technology, and value deriving from science." From this it follows that scientific literacy is achieved when a program is designed to:

- cause understanding of the conceptual structure of science knowledge.
- develop the understandings and skills necessary for investigating natural phenomena.
- cause understanding of the scientific enterprise as it has evolved in our culture.
- cause understanding of the interrelationship of science with other components of our culture.
- develop attitudes and values toward the role of science in a humanistic society.

The content of science education programs consists of a balanced selection of activities related to four major components of science: the conceptual structure of science; the process knowledge and skills of science; the nature of the scientific enterprise; and the cultural implications of science. These aspects of science education have been described in detail in a Wisconsin Department of Public Instruction publication entitled *A Guide to Science Curriculum Development*. The selection of particular content emphases and classroom activities is based upon their contribution to achievement in these four components of the science curriculum and upon appropriateness to the understanding and experience of the children involved. The method used in teaching science must be related to the nature of science itself so that at every grade level there is student involvement in investigative laboratory activities. Although this technique is of great importance in the science curriculum, it must frequently be supplemented by a variety of other teaching techniques. The increasing availability of resource materials for broad curriculum planning and for supplementary individualized learning are considered in the continual planning and revising of the science education program.

The science program must be considered in a proper perspective with other disciplines and school activities. There is a careful balance maintained between academic and non-academic subject areas. The priority given to science is dependent upon the contribution made to general education and the development of learning processes. This priority is not diminished by existing standards for education, that relate to subject areas other than science. At the primary level each pupil should be involved in science activities during each school day. The time for such activity should be increased in ensuing years to permit more emphasis on process development and concept learning.

Provision for continuous learning in science beginning in kindergarten and extending through grade 12 is very important in curriculum planning. This continuity is provided in relationship to each student's achievement and total experience and therefore the curriculum must be flexible enough to allow for the range of differences among individuals. At the same time, to make implementation practical, it is necessary that the curriculum have enough structure and coordination to limit the range of differences created in individuals as they progress through the science curriculum. It is necessary that curriculum designers consider student characteristics before the characteristics of the science discipline and that they reduce the dependence that has been placed upon the traditional topics and courses. More specifically, there is no particular grade level where science topics are most appropriate nor is there a necessary order for courses such as the customary biology, chemistry and physics sequence. The emphasis is on providing experiences that will lead the students to formulate their own broad concepts about natural phenomena while at the same time developing their capabilities for learning from their observations of natural events.

Because of the highly specialized nature of the individual sciences, the student-oriented curriculum requires cooperative planning of professional staff members who have the necessary academic backgrounds. The integrated science curriculum that results from such planning has a strong implication for team teaching, especially at the secondary level where subject matter becomes increasingly complex. To a large extent this effort to interrelate the separate science subdisciplines is enhanced by the contemporary trend toward modular curricula. Such modular programs are being developed by several groups on a national scale and are important to curriculum developers as are a variety of other major resources including specialized equipment and materials that have been designed by major curriculum projects.

Teaching science through laboratory activities requires appropriate facilities at all grade levels. Although the requirements in the elementary grades are fewer than in the junior and senior high school, there will be utilities and sufficient table space provided to carry on individual and small group activities. As a sophistication of science activities increases, the room requirements also change. Regardless of level, the nature of the science teaching program determines what the facilities are rather than letting the nature of the facilities dictate the program.

The evaluation of the science program should be closely tied to the stated objectives established by curriculum planners. Objectives should be stated independently without concern for the difficulty encountered in developing suitable evaluation strategies. However, evaluation should not be abandoned because of difficulty in properly designing a test to determine whether or not given objectives have been attained. In all cases the evaluation of the science curriculum must relate to the four major components of the science curriculum as they have been described. Objective evaluation of the science program is accomplished by measuring the abilities and competencies of the students who have passed through the program. In a more subjective way, the success of science education is evaluated by assessment of the understandings, attitudes and appreciations that students have acquired from studying the nature of the scientific enterprise, the conceptual model that has resulted from it and the total impact that science has had on our society. □

Social Studies

THE FUNDAMENTAL CONCERN OF social studies education is people — people as they work together in societies, form governments, provide for their material and psychological needs; people as they love and hate one another individually and collectively; and people as they make use of the resources of this planet. Further, the social studies puts students in touch with their cultural heritage and provides them with a temporal link between the past, present and future.

The advancing frontiers of our contemporary world present a challenge to education and that challenge is primarily directed toward the social studies, for it is through the knowledge and methods derived from research in the social studies that the individual is aided in better understanding the nature, scope and workings of a dynamic world. Certainly, the responsibilities of the individual in a culture affected by dynamic changes call for persons who can effectively observe, analyze and meaningfully interact with their total environment. They call for citizens who are socially, economically and politically literate. No single social science has the dimensional characteristics appropriate to the development of a well rounded social studies program. Such a program does, in fact, draw sustenance from history and all of the social sciences, as well as philosophy and jurisprudence. This modern social studies program is conceived and built within a four-dimensional framework:

1. The social studies program encompasses three components of knowledge. Social studies knowledge provides a historical perspective that enables students to establish the basis for cultural identity. In turn, social studies knowledge aids the student in understanding stable as well as changing patterns and systems in the environment. The term environment must not be viewed narrowly or characterized by ethnocentrism. Environment means that the child will study the patterns and systems people have created, and which, in turn, affect the child's life. Finally, social studies knowledge directly entails social participation so that the student may function rationally and humanly in society.

2. The social studies program aids the student in attaining proficiency through processes that encompass two ability areas — intellectual skills, and data processing skills: The student is exposed to teaching strategies that require increasing student sophistication in the higher levels of thinking; e.g., analyzing, synthesizing and evaluation. Also, social studies teachers at all levels organize the learning process so that students can practice identifying, locating, compiling and communicating information. Within the learning process students have opportunities to present and interpret data, and to organize and assess source materials. Social studies teachers have the responsibility for reading instruction via materials directly related to the social studies and in the use of the tools of the historian and social scientist. Further, social studies teachers recognize that some skill areas must be taught in a spiral, sequential fashion so that the learner may be constantly exposed to and achieve a rising level of sophistication; e.g., geography map locations skills, time span — chronological skills, writing skills, etc.

3. The social studies program provides the opportunity for students to develop democratic values and valuing ability skills. The social studies program makes mainfest fair play and justice, free speech, opportunities for decision-making, support for self-respect, choice, acceptance of the life style of the community, group identity, the right to privacy, and those other values consistent with the American democratic tradition.

   The social studies program also provides students with the opportunity to develop decision-making skills which take account of the values implicit in said decisions. In turn, it provides students who hold minority views the opportunity to learn how to be thoughtful critics seeking to bring about reform through legitimate processes.

4. The social studies program draws from currently valid knowledge representative of the human experience. It emphasizes currently valid concepts, principles, and theories in the social sciences and draws upon all of the social sciences as well as the history of the United States, and the history of other Western and Eastern cultures. Also social studies program uses what is appropriate in other related fields such as philosophy, law, communications and the humanities. Finally, it includes the study not only of human achievements, but also of policies which are commonly considered contrary to present human goals; e.g., slavery and empiralism.

A basic understanding of social studies concepts and skills is requisite to becoming socially, economically, and politically literate. The development of these accompanying concepts and intellectual skills is introduced in the primary grades and draws from the experiences of the learner. To further this fundamental understanding a developmental program, sequential and accumulative, from kindergarten through grade twelve, is essential.

In order to develop a basic program classroom activities should be varied. Some of these activities may be directed study in class, panel discussions, committee reports, reports from individual research, group and class evaluations, simulations, lectures, research papers, and individual or group problem analysis. Problem analysis, for example, leads to recognition of relationships and subsequent generalizations which will make present learning useful in future situations. Many of the problems introduced are best be treated in a spiral formation and as children progress through the social studies sequence, the understandings will be both extended and deepened. Study of current affairs has an important place in the social studies; significant problems are considered as day-to-day situations and happenings occur.

On the other hand, the active study of history is concerned with the lessons of the past, and its most important result is an awakening of the student's interest in historical background for seeking solutions to current problems. However, the study of history for its own sake may have great value for some students. The history classroom must be alive and exciting, providing opportunities for the drawing together of facts and the reaching of tentative conclusions concerning the human experiences involved. This may mean that our primary concern, more often than not, is the illustration of the importance of history in shedding light on the contemporary world. While caution must be used in this stress upon the "usefulness" of history, it appears imperative that students must grow in their realization that the most dependable answers have their beginnings, at least, in the historical review of the problems.

To help students develop the qualities of responsible citizenship, the social studies use the lessons of the past to enable them to better understand the present and to look forward to the future. The learner sees problems and challenges as opportunities for the gradual improvement of the human lot. Students are helped to understand that within the framework of our evolving free institutions lies the best hope of dealing with the persistent problems of the human family, and above all, the student develops standards of personal behavior consistent with the highest ideals of his or her cultural heritage.

The child who enters school has learned much of human ways. However, there must be an effective program of learning in order to help children progress from the stage at which they enter school to the greatest possible personal fulfillment of becoming mature, socially competent people. There is, of course, no one pattern of learning which is clearly best for all children; therefore, teachers are obligated to do their part in providing as well as possible for the development of each child. As children learn more of their expanding world, they grow in appreciation of those who live in that world. Their sense of personal worth also grows as they are successful in relating to an enlarging number of people.

Hot Dry Lands

Attention is given to the individual differences, which each child possesses as a member of the human family. As the maturity of the student develops so must the opportunity for at least tentative interpretation be increased. Facts, episodes, anecdotes, and dates must be selected, sorted, analyzed, integrated, interpreted, and where feasible, applied. At first this will undoubtedly place the greatest burden directly upon the instructor. However, if the teacher possesses both a comprehensive knowledge of the subject field and an understanding of human nature and the situations and concerns which have prompted human action, then said teacher will be in a better position to help the students grow in their ability to choose, analyze, synthesize, and interpret. The learner is provided with the thrill of collecting the facts and the excitement of reaching personal conclusions rather than being forced to master a preselected body of facts and interpretations. Teaching the social studies is not only concerned with communicating facts; it is also charged with the responsibility of imparting workable techniques for finding and using them. The pupil is presented with some of the raw materials which will become the framework for personal hypotheses. The student is placed in such a situation and given the opportunity to practice the craft of social study. This means that the teacher and student demand integrity and excellence from each other so as to mutually grow in the pursuit of understanding their cultural heritages. In the process of becoming their own historian, economist or geographer, students have available selected sources of information, from which to make discoveries based on personal searching and thinking.

Facilities and Resources

Classrooms for social studies are so designed that they enable teachers to conduct an instructional program that properly prepares young people for civic participation in a modern society. A society such as ours may be expected to continue its rapid rate of change and also can be expected to increase in complexity. At age eighteen, students will quite likely find themselves serving on numerous committees, boards, and other decision-making groups of many kinds. They will be members of community improvement clubs, service organizations, union or management groups, in addition to a variety of political or governmental agencies. These activities are in addition to traditional family and civic duties.

Students learn not only how to acquire knowledge, but how to put this knowledge to practical use. They have opportunities to practice the skills and abilities needed for citizenship. To be properly developed, such skills and abilities require a "doing" approach over a period of years. Classrooms are designed with this in mind.

Social studies classrooms, therefore, provide for (1) large group instruction, (2) small group activity, (3) individual study, (4) project construction work, such as maps, charts, models, dioramas, and other types of statistical, economic, and geographical displays, (5) displays of maps, charts and student work, (6) storage of books, maps, charts, globes, audiovisual equipment, project construction materials, and current pamphlets, periodicals, and other items of this type, (7) showing of slides, films, filmstrips, and television presentations, (8) facilities for small group conferences, preparation of group reports, construction of projects, (9) discussions by the class as a whole, (10) use of resource speakers, (11) testing command of knowledge and growth in civic skills by observation of what the student does to contribute to the class as well as by written examinations. The social studies classrooms also include the larger community of the school, local region, state, nation, and world . . . all of which play an important part in "housing" the social studies program, and providing a "setting" for study.

Local schools in receiving their social studies program may want to use DPI social studies curriculum study committee publications. Among these materials available are: *A Conceptual Framework for the Social Studies in Wisconsin Schools*; *Knowledge, Processes and Values in the New Social Studies*; *Social Studies Skill Development in the K-6 Curriculum*; *Politics and Power*; *A Human Relations Guide for Teachers*; *A Guide to Bicentennial Activities for the United States History Teacher*; *Ecology and Human Values*; as well as several working papers dealing with topics such as individualizing instruction, social studies assessment, and social studies goals and objectives.

Evaluation

Evaluation deals with both student growth and program review. Student evaluation does not differ from instruction in purposes, in methods, or in materials. This means that testing items, exercises, and experiences properly recreate the learning situation. Program review takes account of the articulation of the K-12 sequence, and its attention to the student's intellectual growth, together with concern for the balance of the several disciplines that make up the social studies, the inclusion of social issues, and the study of various places and cultures. The program is strong in social studies skill development, social studies knowledge development and in the development of the core values of a democratic society. In order to accomplish this the social studies program is accumulative in nature — that is, each grade or instructional level builds upon the preceding educational experiences so that the total program grows in sophistication with each succeeding year.

Consideration of questions such as the following may yield evidence of success of the program:

1. Does the behavior of boys and girls in the classroom and community indicate that they are developing sincere appreciation of democratic principles?
2. Do students show evidence that instruction in wise use of time and resources has been effective?
3. Are students gaining in understanding of the interrelations and economic interdependence of different regions and peoples?
4. Are students developing self and social awareness as they work with others in groups?
5. Do students show evidence that they can use the skills of social studies in dealing with personal, school, or social issues?
6. Do the relationships among teachers and students make manifest a "community of scholars" exemplified by mutual trust, open two-way communication, honesty in the handling of data, integrity of the classroom community relative to decision-making about the nature of learning experiences and high standards of work on the part of all members of this learning community? ☐

Career Education

NEVER BEFORE HAS THERE BEEN a more critical need for cooperative efforts among educators and the business and labor community in developing meaningful experiences for the career education of the citizens of our communities. Career education has been receiving much attention since Sidney Marland's January 1971 announcement that it would be his number one priority as U.S. Commissioner of Education. Since then it has continued to gain momentum throughout our state and nation. Among the policies adopted by the Council of Chief State School Officers on November 20, 1974 was the following concerning career education:

> **The Council of Chief State School Officers believes that preparation for careers should be a basic component of education and pledges its commitment to this principle. The Council believes that educational programs should be developed for all individuals to help equal opportunity for career development.**

This emerging concept of career education is that of a delivery system which lends itself to effective joint efforts in assisting the development of decision-making skills based upon awareness and understanding of ones self and realities of the world. A delivery system involving these kinds of experiences and activities to meet the needs identified must be well organized and coordinated among the students, parents, educators and the community-at-large. Schools throughout Wisconsin are now developing these local partnership activities in organizing kindergarten through adult career education activities integrated into the school curriculum and other programs.

Career education is an education process designed to:

1. intensify and broaden the relationship between schools and society as a whole;
2. provide opportunities for counseling, guidance and career development for all pupils;
3. relate the subject matter of the curricula of schools to the needs of persons to function fully in society;
4. extend the concept of the education process beyond the school into the area of employment and the community;
5. foster flexibility in attitudes, skills, and knowledge in order to enable persons to cope with accelerating change and obsolescence;
6. make education more relevant to employment and functioning in society;
7. lessen the distinction between education for vocational purposes and general or academic education.

Career education is considered one motivated approach to meet educational goals that are realized from early childhood through adult years. The implementation of career education concepts is achieved through the curriculum and instructional systems, as well as through guidance and counseling. This approach emphasizes self-awareness as an essential ingredient in decision-making related to career education. Strategies to implement career education integrate academic and vocational education, and provide opportunities for community involvement in awareness, exploratory preparation, and placement programs.

The *Wisconsin K-12 Guide for Integrating Career Development Into Local Curriculum* includes a career development scope and sequence model for introducing, developing, and emphasizing 16 basic career development concepts at suggested grade levels. The *Guide* can serve as a useful starting point for local school district planning in the area of career education.

Toward the accomplishment of Wisconsin career education goals, eductors, students, parents, and representatives of the community plan educational programs and learning activities designed to meet the needs of individuals at each stage of their growth and development. Successful career education efforts in Wisconsin have been based upon a broadly representative team approach to the planning, development, implementation and evaluation phases. Broad representation from within the school including counselors, teachers (from all grade levels), students, curriculum specialists, pupil and other support services, vocational coordinators, and administrators has enhanced the effectiveness of efforts in career education. Equally important to the team approach is representation from parents, boards of education, labor, business, industry, and government agencies. The team repsonsibility increases the potential for integrating career education concepts throughout all learning activities and among all ages of people. □

Consumer Education

CONSUMER EDUCATION IS PRESENTLY receiving consideration as a high priority issue in K-12 education. This is a direct result of public interest in consumerism expressed by mass media, governmental agencies, and consumer organizations. All of this interest and attention is both timely and well deserved, for consumer education is education for living. The need for it becomes increasingly evident in our rapidly changing society.

As residents of one of the richest nations of the world we are confronted with mixed blessings. As consumers we have a great choice of products in the marketplace. The services that are offered to us also make life more convenient. Our economy has produced complexities that are hard to evaluate. However, the consumer may be confused and frustrated. The mobility of our population and the impersonality of the marketplace further aggravates the consumer.

Although the interest in and concern for consumer education is relatively new, the subject itself is not. It generally has been and still is an integral and very important part of courses in business education, home economics, and social studies.

Unfortunately these efforts, even though they are well formulated and extremely helpful, fail to provide broad opportunities in consumer education for a large number of students.

If consumer education is going to be an important segment or a significant theme in the educational program of all students, then it is necessary that new approaches to consumer education be given serious considerations. It cannot be limited to one grade level, or to the secondary school, if it is to be effective.

As a result of these complications, consumer education as an interdisciplinary education program has evolved. Generally, consumer education has as its major focus the development of the individual in the skills, concepts, and understandings required to achieve, within the framework of his own values, maximum utilization of and satisfaction from his resources. It is the process in which students develop the concepts and understandings necessary for living within our economy. This program enables a student to exercise his rights as a consumer, make wise decisions in the marketplace, decide between wants and needs, and get the best buy for the money. In addition, the wise consumption of goods by the individual cannot be ignored. It is most important that we train students to be fully knowledgeable consumers.

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Cooperative efforts between a school district and a community is important to the implementation of consumer education. The state or local consumer protection office can provide information on consumer rights. Businessmen are often willing to discuss consumer issues. The success of any local business venture is based upon consumer satisfaction. There are many possibilities for using a variety of community resource people for consumer education. Some examples:

1. a realtor contrasting the advantages and disadvantages of renting or buying a home.
2. an accountant providing information on budgets.
3. a banker explaining the problems of credit.

Just as important as community speakers are field trips to various business establishments. Then the students use the community for on-the-spot learning. This should also enable teachers to become even more aware of the availability of community resources for implementing consumer education.

Within the school, the home economics, business education, and social studies departments can cooperatively assume a leadership role in developing a consumer education program. Thus, consumer education may draw signficantly from concepts developed in these three areas. Such concepts, may for example, touch upon: management of resources, economic choices, consumer information, housing, credit, insurance, taxes, and consumer rights. Through such involvement young people may be encouraged to develop a system of values that will enable them to benefit more fully from their decisions about the products and services our system offers.

There are a variety of implementation methods for a K-12 consumer education emphasis. Each method is not mutually exclusive and may be used simultaneously. The list that follows is suggestive:

1. The individual teacher approach is most effective when the teacher uses resources available in the community and the experience of teachers from other disciplines.

2. The interdisciplinary approach is achieved when two or more teachers representing various disciplines share in the planning and teaching of a consumer education course offering. Teachers usually assume total responsibility for various course teaching units or student groups.
3. The interdisciplinary team teaching approach is the result when the interdisciplinary course teachers use, for example, large-group, small-group techniques to share in the daily teaching learning situation. This, of course, is most effective when adequate time for coordination and planning is provided.
4. The multidisciplinary approach provides instruction in the total school program in a planned, sequential spiral. Efforts must be made to create a coordinated communication system to assure complete faculty awareness as to current learning activities in the various classrooms. A coordinator for consumer education instruction is most important in this approach.

Whichever method or combination thereof is chosen, it is imperative that local needs and situations are considered. The program should be built to address itself to the given concerns of a particular target group, its needs and desires as these emerge in the community.

In summary, consumer education deals with the experiences of economic life in a free enterprise society. It is to provide the skills necessary to cope in our complex marketplace. ☐

Environmental Education

ENVIRONMENTAL EDUCATION HAS BOTH a *content* and a *process* dimension. Its content is drawn from most, if not all, subject areas usually included in school programs. Its process uses most, if not all, techniques commonly made available to help learners achieve established goals and objectives and stresses direct experiences. Its multi-disciplinary nature can serve to bring subject areas together in a common cause. Consideration of the following statements are useful in developing a better understanding of the content-process and multi-disciplinary dimensions of environmental education:

1. The primary goal of environmental education is to help individual human beings develop life styles which promote a quality environment for not just humans, but for *all* forms of life.
2. Achieving such a life style means choosing from alternatives, considering the social, cultural, economic, political, aesthetic, and biophysical implications of each alternative, and deciding which alternative best promotes environmental quality.
3. Environmental decisions are based on what the individual believes to be important — his ethics and values.
4. The individual's ethics and values are influenced by an awareness and understanding of how both the natural and cultural environment function, and an aesthetic awareness and sensitivity regarding both of these worlds.
5. An awareness and understanding of the functioning of both the natural and cultural environment and an aesthetic awareness and sensitivity develop as an individual becomes better able to sense or perceive things in the environment, as the individual becomes perceptually aware.

It is possible to infer from these statements a number of characteristics of good environmental education programs.

Perceptual Awareness Development

The environmental education program begins with the development of perceptual awareness. Activities of the primary grades should concentrate on the development and the use of all senses. Multiple opportunities are to be provided for children to see, touch, smell, hear, and with limitations regarding safety, taste things, within both natural and cultural environments. Providing such opportunities means direct, rather than vicarious experiences, whenever possible and requires using the total environment as the classroom.

The development of perceptual awareness is an important objective to be achieved throughout the school program. It is promoted whenever children engage in activities aimed primarily at the development and extension of the senses. A science teacher contributes to such development when instructing children in the use of the microscope or geiger counter. A mathematics teacher does likewise when instructing students in the use of a meter stick.

Conceptual Awareness

Conceptual awareness of the natural and cultural environments begins to develop as children have experiences within these environments. Experiences which may be planned by a kindergarten teacher to develop a perceptual awarenes of colors, textures, or patterns in trees or birds also contribute to the development of children's concept of trees or birds. When the same children look for colors, textures, and patterns in man-made objects along a city street, concepts dealing with the diversity and organization of the urban community begin to develop.

Developing a conceptual awareness of either the natural or cultural environment requires the use of perceptual awareness skills. The most complete development of a concentpal awareness occurs when the learner is allowed to use such skills in a variety of natural and cultural environments, through direct rather than vicarious experiences. However, it is not always possible to have a direct experience, e.g. as in the study of volcanoes, so vicarious experiences are sometimes the only possible experience.

Ecological principles constitute the bulk of the subject matter dealing with the natural environment. All of man's actions, such as the interaction with natural phenomena and the problems which result from this activity, may be considered the subject matter of the cultural environment. Resolving environmental issues and problems is also an important element of environmental education.

For example, studying the structure and function of lichens is part of developing a conceptual awareness of the natural environment. Study the effects of air pollution on lichens and their resultant disappearance from urban areas is part of developing a conceptual awareness of the cultural environment. The nature of a forest ecosystem and its role in preventing floods is another example. In both examples, students study about and become involved with the local, state, and national agencies which try to remedy these environmental problems.

Developing a conceptual awareness of the natural and cultural environments begins in the kindergarten and continues through grade 12 in a formal education program. Such development in this context may very well be a function of all subject matter areas.

Aesthetic Awareness

An aesthetic awareness, the recognition of beauty in the environment, is an emotional component of environmental education. As food energizes the body, aesthetics nourishes the spirit.

An aesthetic awareness develops from an exposure to a great number of experiences in which maximum use of the senses is allowed, and thus is closely allied to the development of perceptual awareness. Aesthetic considerations should be an important component of all experiences offered children whether the goal is development of perceptual awareness or conceptual awareness, no matter where the experience takes place.

Ethics and Values

The success of environmental education is based upon which philosophical positions and life styles are encouraged. These must be predicated on values that are personally appealing and acceptable because they are themselves satisfactory and desirable and are harmonious with ecological principles. Knowing and understanding one's own values through value clarification activities is an important part of the learning process. The process of valuing involves elements of choosing freely considering the consequences of alternatives, prizing and cherishing, affirming, acting upon choices, and repeating the chosen act — which are basic to the decision-making process and thus are extremely important in determining individual life styles.

Ethical and value considerations are important aspects of all experiences offered children.

Decision-making Capabilities Important

Opportunities for developing decision-making skills should increase in both frequency and duration as the student progresses through the school program. It is essential that by the junior high school grades students have the opportunity to *identify* community environmental problems as well as attempt to solve them. Students should be permitted to plan their own study of a problem, investigating its social, political, cultural, economic, aesthetic, and biophysical dimensions. Most important of all, students should have the opportunity to recommend solutions to problems by choosing from alternatives, and to act on those solutions whenever possible. It is only when students are allowed to *identify*, *study*, and *act* on the solution of real environmental problems in their community that proficiency in doing so is developed. However, in many instances simulation and gaming activities may be the only recourse. Excellent resources in this area are available, for example, to assist in developing decision-making skills. But ultimately, refinement of such skills requires personal participation in solving real environmental issues and problems.

Humanistic Atmosphere Essential

As in similar instructional/learning situations, if a program with the above characteristics is to be successful, then it must be conducted in an atmosphere which is best described as "humanistic."

Summary

Environmental education is aimed at producing a citizenry that is aware of and knowledgeable about the total environment and its associated problems, aware of and knowledgeable about how to help solve and prevent these problems, and motivated to work towards this solution and prevention. Every teacher of every subject area at every grade level has a role to play in developing such a citizenry. □

Children With Special Curricular Needs

Exceptional Children

A quality level educational program at the local school level implies and provides equal educational opportunities for all children including children with exceptional educational needs. Constitutional mandates guarantee each individual the right to basic educational opportunities at public expense in recognition of the dignity and worth of each child as a person: A local school system, operating within the context of the democratic cultural and legal point of view, cannot permit educational discrimination because of variations in physical or mental abilities.

Because children differ they are not uniformly responsive to the peculiar demands of school to educate children. Therefore, equal educational opportunity does not necessarily imply uniform educational experiences for all children. A school climate reflecting good mental health principles and practices and the provision of special education services and programs for exceptional children and youth, are a direct visible expression of a local community's willingness to provide for the uniqueness of individuals in keeping with their various abilities, disabilities, needs, and interests. The Department of Public Instruction is responsible for all public education programs provided to handicapped school children between the ages of 3 and 21. It supports the previously expressed equal educational opportunity position as an attainable reality for every community and its school system either through individual or cooperative efforts.

Provisions for exceptional educational opportunities in Wisconsin have changed dramatically due to Chapter 89 and other supportive legislation. Provisions for meeting the needs of children with exceptional educational needs have shifted from permissive to mandatory. All children between the ages of 7-16(18) are required to participate in an appropriate educational program even if they are severely handicapped. This law ensures the identification of children ages 3-21 who have exceptional educational needs and the development of services for these children to appropriately meet their needs. Handicapped children are defined in 115.76(3) of the Wisconsin Statutes:

> **"Child with exceptional educational needs" means any child who has a mental, physical, emotional or learning disability which, if the full potential of the child is to be attained, requires educational services to the child to supplement or replace regular education. Children with the following conditions, in addition to children with such other conditions as the state superintendent determines, may require educational services to supplement or replace regular education:**
>
> **(a) Physical, crippling or orthopedic disability**
> **(b) Mental retardation or other developmental disabilities**
> **(c) Hearing impairment**
> **(d) Visual disability**
> **(e) Speech or language disability**
> **(f) Emotional disturbance**
> **(g) Learning disability**
> **(h) Pregnancy, including up to 2 months after the birth of the child or other termination of pregnancy**
> **(i) Any combination of conditions named by the state superintendent or enumerated in pars. (a) to (h).**

All children in need of eduational services to supplement or supplant regular education are to be identified and provision made for their education. The legislature has specified that the identification process is to include screening, referrals and multidisciplinary team evaluation procedures.

Upon entry into school for the first time, all children must be screened for potential exceptional educational needs. Pursuant to standards adopted by the state superintendent, two other populations have been delineated who must be screened: transferred students new to the local educational agency (LEA) and students who are currently enrolled in the district. In addition, school districts are encouraged to provide screening opportunities to all children, including those below the age of five, before their entry into school.

Screening is viewed as a continuous process implemented throughout the school year. Referrals of children who are suspected of having exceptional educational needs are another means of potential identification. Referrals may come from parents, from professionals not employed by the school district, or from certified professional district employees.

Those children who, through the process of screening or referral, are suspected of having an exceptional educational need are to be assigned, with parental consent, to a multidisciplinary team for assessment. Once the process has been initiated, it must be carried through. The purpose of the multidisciplinary team is to determine whether the child has a disability and an exceptional educational need, and then to recommend educational plans and services compatible to each child's needs.

On every multidisciplinary team there must be at least two members who have expertise in assessment and programming for the suspected disabilities and exceptional educational needs of each child evaluated.

The school board or its designee acting upon the findings and recommendation of the multidisciplinary team is charged with providing or making provisions for the child to receive an appropriate education.

The parent or guardian has the right to appeal, in accordance with due process procedures, a school board decision based upon the recommendations of a multidisciplinary team.

The child's school district is responsible to ensure that a child with exceptional educational needs receives an education at public expense which is tailored to his or her needs. Equal educational opportunities should not mean identical services. Chapter 115 of the state statutes recognizes the necessity for a flexible program of special education and the need for a range of specialized supportive services.

Whenever possible, education for the child with exceptional educational needs (EEN) is offered in conjunction with classes for non-handicapped children under the legal concept of the least restrictive alternative. For some children, special instructional services may be necessary to supplement the regular educational program. Other children may need to be scheduled into a special program full time in order to meet their educational objectives.

A school district may fulfill its responsibilities for the education of the handicapped child by assignment to programs operated by (a) the home district, (b) a cooperating district, (c) a county handicapped children's education board (CHCEB), (d) a cooperative educational service agency (CESA), (e) a state or county institution, (f) an out-of-state public agency, or (g) a private nonsectarian in-state or out-of-state special education agency as specified in State Statute 115.85(2).

Local schools, in an effort to provide a quality educational program for their exceptional children, should be aware of the services within the Department of Public Instruction. The Division for Handicapped Children is charged with the responsibility for the development of administrative regulations and guidelines as well as the supervision and coordination for special education programs and services. It should also be noted that some children require not only special educational prescriptions but also special medical prescriptions. The DPI has the Bureau for Crippled Children and the Bureau for Exceptional Children within the same Division, the Division for Handicapped Children. It is important to realize that the personnel in the Division work as a unit to provide a multi-faceted approach to the problems and the needs of handicapped children. To serve these needs and problems, the local school may wish to seek the advice of the consultants of either Bureau. Similarly, the local district is aided by the State Advisory Council on Special Education. The manner in which the Council assists the schools is to promote the cause of special education through public information activities and to facilitate the implementation of Chapter 115 relating to the education of exceptional children. The Council also develops policy materials and guidelines relating to special education in the state.

The goal of services for crippled children is to assist in the detection, diagnosis and treatment of children afflicted with handicapping conditions which may interfere with full realization of their capacities and strengths. Children with chronic conditions are more assured of the best possible treatment in order to minimize the effect of the handicap on their future life. The population served consists of children with cerebral palsy, deafness, limb loss, muscular dystrophy, cleft lip and palate and other chronic conditions.

School districts may wish to seek the services that are provided by the state staff of nurses, social workers, audiologists, physical therapists and health educators in the following functional programs: The Early Identification Program includes orthopedic and otologic clinics for the detection and diagnosis of disabilities in these areas. The Case Management Program includes coordination of medical and educational recommendations, social services, school placement, etc. The Educational Program includes professionals and lay educational activities concerned with the diagnosis, care and management of children with crippling conditions. The Prevention Program includes activities designed to lower the incidence of crippling conditions such as promoting the use of proper safety restraints for children riding in automobiles. The Medical/Surgical Care Payment Program includes purchase of services of board-certified specialists for care and certain prescribed equipment and devices. Evidence of financial need is required in most instances. The Data Program includes collection and processing of information on handicapped children for case management of individual children and planning programs for all such children in the state.

In addition to the programs stated above, several other programs relate directly to schools. The Hearing Conservation Program established in the 1947-48 school year has as its goal the testing of all children in grades K-5 and the follow-up of those found to have a hearing loss. Screening is conducted in schools by volunteers trained by DPI staff, and medical examinations are ofter performed in the otomobile, a traveling otologic clinic.

Assistance is also provided for children enrolled in the 11 orthopedic schools in the state. DPI nurses, social workers, and phsyical therapists consult with family, physicians, and school personnel concerning the home or school care of these children and to coordinate the many different aspects of their treatment.

The newest school related activity is a screening program for scoliosis and posture, designed for the early detection of children with curvature of the spine or significant posture abnormalities. Assistance is available to schools in the organization of a program to screen children in grades 5-10 and to arrange for follow-up examinations by an orthopedist when necessary.

The legislation concerned with the education of children with exceptional educational needs has given local school systems more responsibility for the provision of programs and services for children with chronic physical handicaps. The primary thrust of the legislation is educational, but there are also opportunities to provide supportive services such as physical therapy and occupational therapy.

Physicians, nurses, and others are requested to refer children who they believe are in need of special education services to the local school system for educational service. In like manner it is appropriate for the school system to refer children with physical handicaps discovered during screening to the Department's program for crippled children following use of local resources for assistance in obtaining medical services. In this way the child will receive the benefit of expertise from both fields.

Quality special education services and programs for exceptional children and youth are a concrete and visible expression of the local community's recognition and willingness to provide for the uniqueness of individuals in keeping with their various potentials and disabilities and their concomitant needs. This legal and moral recognition of the *rights* of all children to an appropriate education carries with it an equal *responsibility* to see that implementation of programs to insure these rights are accomplished. ☐

Gifted Children

The purpose of public education in our society is to educate all children to the limit of their potential. Although programs for the gifted and talented have existed in some schools for more than a half century, these programs have never been widespread or systematic. Other groups with special educational needs have fared much better than have the gifted, largely because of the mistaken notion that the gifted can fend for themselves.

Under Section 806 (c) of Public Law 91-230, the United States Commissioner of Education was given the following mandate to:

(1) determine the extent to which special educational assistance programs are necesssary or useful to meet the needs of gifted and talented children,
(2) show which existing Federal educational assistance programs are being used to meet the needs of gifted and talented children,
(3) evaluate how existing Federal educational assistance programs can be more effectively used to meet these needs,
(4) recommend which new programs, if any, are needed to meet these needs, and
(5) report his findings together with his recommendations, to the Congress not later than one year after the enactment of this Act.

The Commissioner's Report to Congress resulting from this mandate triggered a renewed interest and activity in education of gifted and talented youth.

The Report provides a much broader definition of the population than had been available previously. Instead of considering only academic or intellectual aptitude, the definition includes other abilities and talents. The statement follows:

> **Gifted and talented children are those identified by professionally qualified persons who by virtue of outstanding abilities, are capable of high performance. These are children who require differentiated educational programs and/or services beyond those normally provided by the regular school program in order to realize their contribution to self and society.**

Children capable of high performance include those with demonstrated achievement and/or potential ability in any of the following areas, singly or in combination:

1. general intellectual ability
2. specific academic aptitude
3. creative or productive thinking
4. leadership ability
5. visual and performing arts
6. psychomotor ability

It can be assumed that utilization of these criteria for identification of the gifted and talented will encompass a minimum of 3 to 5 percent of the school population.

Evidence of gifted and talented abilities may be determined by a multiplicity of ways. These procedures should include objective measures and professional evaluation measures which are essential components of identification.

Professionally qualified persons include such individuals as teachers, administrators, school psychologists, counselors, curriculum specialists, artists, musicians, and others with special training who are also qualified to appraise pupils' special competences.

Most of the programs operating now have accepted this definition. Using this definition, as many as 15 percent of the school population may qualify for special programs, rather than 2 or 3 percent if academic ability is the single criterion used for identification. Wisconsin probably has about 180,000 students who qualify as gifted by this definition.

Early identification of unusually able students is not only possible but also crucial. This fact is generally recognized, yet many schools do not make any special provisions for identification until the upper elementary grades or beyond.

It is important for educators to understand the nature of the characteristics of gifted and talented students since these characteristics should provide the basis for special programming.

A major responsibility in planning for gifted is early and accurate identification. This task is facilitated by recognizing some of the characteristics exhibited by the gifted.

Research indicates that most gifted children:

1) Come from all races, creeds, environments, and economic brackets and are interested in a wide variety of things and have knowledge of things of which other children are unaware.
2) Are superior in height, weight, and general health to familial norms.
3) Are curious and able to generalize, rationalize, and deal with abstractions.
4) Have a good memory; retention comes readily without much rote drill; attention span longer than average.
5) Verbalize: possess advanced vocabularies; talk at an early age and learn to read early in life.
6) Are sensitive, self-critical, and trustworthy.
7) Show originality, imagination, and creativity.
8) Engage in individual pursuits, tend to do things differently, and may have similar play interests of those of average ability but desire more complicated games, rules, and standards.
9) Are relatively stable emotionally.
10) Possess a keen sense of humor and a capacity for self-direction.

Administrative adaptations can assist measurably in programming for gifted students. Such adjustments usually fall into the following categories:

1) Acceleration — At the primary level this includes early admission as well as upgraded programs. Gifted pupils in the intermediate grades are not only exposed to upgraded classes, but also should be allowed to skip grades. In the junior high school, three years may be accomplished in two and senior high classes offered for credit. The gifted senior high student is aided by the opportunity to carry an extra load. Whenever possible it would be advantageous to offer these students seminars for college credit.
2) Enrichment — At all levels of education this includes access to qualitatively different programs. Gifted children in the primary and elementary grades should be involved in activities that emphasize inquiry and critical thinking. The opportunity to assume the responsibilities of a mentor assignment should be made available in the junior and senior high school.
3) Grouping — This involves grouping the gifted primary and elementary child by special interests. Also at the primary level, in depth study groups are beneficial, while homogeneous groups are formed during the elementary years. The idea of homogeneous sections is carried over into the junior high school setting. Seminars, workshops and institutes are helpful devices for the development of an excellent program for the gifted in the junior and senior high schools. Finally, gifted pupils in the later school years should be allowed freedom from structured requirements and schedules.
4) Counseling — Early identification of the gifted pupil is of the utmost importance. As a result of this identification, appropriate programming can take place. This process is most helpful when initiated in the primary grades. Consistent and effective guidance is provided through the senior high school.

A. Harry Passow, professor of education, Teachers College, Columbia University, sums up the issues of serving the gifted and talented in the following statement:

> **The needs of gifted and talented children are, in a sense, the same as those of other children, differing in degree and quality. All children need opportunities to develop their individual talents, and the gifted and talented are no exception. Such talented individuals come from all races, socioeconomic groups, geographic locales, and environments. To the extent that educational programs discriminate, sort out, and stifle talent development, they cannot be tolerated no matter what political power is brought to maintain them.**

Appropriate education of the gifted and talented is a challenge worthy of the best effort that educators can muster. Evidence of success will come through more effective quality programs, intelligent use of resources, and increased creativity in teachers and children. □

Disadvantaged Children

The staffing patterns, instructional materials, and teaching techniques used in the regular school program may not be adequate to meet the special needs of children who are educationally disadvantaged. In planning compensatory education programs for these children special care should be taken to select resources which will enhance the likelihood of their academic success. Such a selection can result from a thorough analysis of their needs and through a critical examination of the resources which are currently available to meet those needs. Input from school staff, parents and community representatives should be included in the planning process. In an effective program the emphasis will be on matching resources to the identified needs of children.

In operating a compensatory education program the goal should be to ensure that each child receives a total plan of comprehensive services which are coordinated with the other services received through the regular school program. Coordinated planning and frequent

communication among compensatory and regular school staff members will be needed to prevent duplicated or conflicting services. Close working relationships among parents, regular school staff, community representatives and compensatory program staff are crucial to the success of program operation.

Evaluation should be a daily part of program operation. Both the progress of students and the implementation of the proposed program components should be evaluated on a continuous basis throughout the project period. The information resulting from this effort will then serve as a useful data base for planning future programs. ☐

The School Media Program

THE SCHOOL MEDIA PROGRAM is a blend of two programs formerly separate — school library services and audiovisual instruction. The primary objective of the media program in a school is to improve the quality of each student's learning experiences. The media program offers many ways to learn that can accommodate the individual differences of students. It enables the classroom teacher to expand the learning experiences of students in all areas of knowledge and in all forms of creative expression. It provides the means to meet and stimulate the many interests, appreciations, and curiosities of children and young people. It challenges students to participate in exciting and rewarding experiences. The media program does this by bringing together and making accessible the full range of print and audiovisual materials and providing the staff and facilities to enable students and teachers to use them skillfully.

A wide variety of instructional resources provides the basic tools needed for effective teaching and learning. The media program reaches out into the community to bring together and promote the use of all existing resources including those in other schools, libraries, and information centers. Through the use of these resources a student acquires and strengthens skills in reading, observing, listening and communicating ideas.

A media program can be identified as excellent if students and teachers are involved in productive learning activities. In an excellent media program, students and teachers take part in these activities:

1. Finding needed information on an appropriate level and in acceptable format.
2. Selecting and using appropriate means for retrieving information.
3. Obtaining resources from the school media center, the district media center, regional media centers, and library networks.
4. Communicating in many modes, demonstrating an understanding of the structure and language of each mode.
5. Designing and producing print and audiovisual materials as well as using materials designed and produced for them by the media staff.
6. Enjoying the communication arts and gaining inspiration from them.
7. Receiving assistance both formally and informally in the use and production of learning resources.
8. Functioning in learning environments that reflect their development level as well as the tasks at hand.
9. Locating space in which to accomplish a variety of activities responding to curricular and personal needs.
10. Helping to design and implement media program policies.

In an excellent media program the media staff are involved in:

1. Planning media programs, establishing priorities, setting objectives, and evaluating progress.
2. Developing a budget for the media program.
3. Participating in the design and development of curriculum.
4. Evaluating, selecting and ordering print and audiovisual instructional materials.
5. Determining how to organize materials and establishing procedures to ensure maximum accessibility and effective use.
6. Recommending media applications to accomplish specific instructional objectives.
7. Designing materials for self-instructional use.
8. Serving as instructional resources consultants and materials specialists.
9. Planning and providing instruction in the use of the media center and its resources.
10. Helping students develop competencies in listening, viewing, reading and other communications, through teaching library skills integrated with classroom instruction.
11. Assisting users in the techniques of finding, using, extracting, synthesizing, and evaluating information.
12. Collecting, organizing and supplying information on community resources.

13. Answering questions and providing reference service to users.
14. Compiling bibliographies for specific subjects.
15. Providing access to the information in outside agencies.
16. Developing educational specifications for remodeled or new facilities.
17. Providing information to the public on the media program.

Staff

Qualified professional media staff are necessary to supervise and deliver these services to students and teachers. Clerical and technical support staff are employed to such tasks as circulating materials and equipment, and performing routine maintenance and clerical tasks so that the media staff can spend the majority of their time working with students and teachers.

An excellent media program is administered at the district level by a qualified media specialist. This person provides leadership for the district media program, coordinates it with the rest of the educational program, initiates and supervises planning and evaluation activities, and coordinates the use of educational television and radio.

Resources

The collection of print and audiovisual materials in the media center is the basic resource that supports and undergirds the total instructional program. An excellent media program provides students and teachers convenient access to a carefully selected collection of learning resources in a variety of formats suited to the curriculum and the needs of individual students. It also provides the necessary listening and viewing equipment, set up and ready to use so that students can use this variety of materials without delay.

Facilities

An excellent media program provides facilities that accommodate a broad involvement of students and teachers in reading, listening, viewing and media production activities. A central media center in each school building is the most efficient and economical way of providing each student and teacher access to a collection of instructional materials that offers sufficient range and variety in format, subject matter, level of sophistication and approach as well as an unbiased point of view.

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Planning

Effective media programs are the result of broad based planning efforts involving media staff and representatives of the faculty, administration, students, the school board and the community. Effective planning will assure an adequate annual appropriation of school district funds to support the purchase of materials and equipment necessary to implement the stated objectives of the media program. Effective long-range plans will move a school steadily toward excellence in education along the paths mapped out in state media standards and national media program guidelines. □

Pupil Services Programs

PUPIL SERVICES PROGRAMS include a broad range of coordinated services, functions and activities directed at assisting each pupil to benefit the most from school experiences.

Recognition of the worth and uniqueness of the individual pupil requires school districts to include on their professional staff a range of specially trained and certificated personnel. Pupil services staff members work directly with pupils and indirectly through teachers, parents, administrators and community agencies. These staff members are an integral part of a school system's efforts to help each pupil develop to the maximum potential. They have specialized skills which support and enhance the effectiveness of learning situations.

Pupil services programs have as their goal the facilitation of the pupil's intellectual, emotional, physical, social, and vocational development. The services are provided in order to aid the individual pupil to adjust to the changing demands of their total environment, to achieve social and academic competence, to assume responsibility, as well as to set tentative goals and make appropriate decisions.

A Coordinated Team Approach

The success of a pupil services program is dependent upon a coordinated team approach of teachers and pupil services personnel together with the school's administrative and supervisory personnel. The pupil services staff commonly includes personnel who have expertise in the areas of guidance, health, psychology, and social work. Some school districts also include special education services, pupil accounting and appraisal, pupil transportation and food services in the pupil services unit.

The framework within which a pupil services team functions should be flexible and broad enough to encompass each professional discipline in an integrated manner. While all members of the team may have a common core of fundamental knowledge and understanding of human behavior, each offers unique services and expertise which contributes to the development of the child. The team approach insures that the professional talents of the staff will be coordinated to provide maximum assistance to the learner.

Pupil services programs are to provide:

1. A counseling service involving an individual or group relationship between the pupil services staff member and pupils.
2. A service which gives assistance to pupils in planning and in placement in appropriate educational programs.
3. An information service to help a pupil assess educational and vocational opportunities.
4. A service which plans evaluation programs, conducts research, and utilizes research findings for the solution of school problems.
5. An inservice training and consulting service to the school staff.
6. A diagnostic and program planning service.
7. A placement service for assisting pupils in locating part-time or post-high school employment.
8. A service to assist parents and social agencies in aiding the child's development.
9. A systematic follow-up service on individual pupils.

Pupil Services Staff

The size of the pupil services staff is necessarily dependent upon the size and the needs of the pupil population served by the school district. If the staff includes several pupil services workers, it is imperative that a director be designated to provide leadership and coordination for the activities of the program. The director should be professionally trained and certificated in at least one of the major disciplines of the pupil services program. In initiating pupil services programs, it may be feasible for some school districts to provide services through a cooperative arrangement with other districts or agencies.

School Counselor Services — School counselors may be considered the "general practitioners" of the pupil services team. They are prepared to provide assistance to all pupils in the school through a comprehensive program of counseling and guidance services.

School counseling and guidance services programs help all pupils to answer the questions, "Who am I? What can I become as a person?" and "How can I best contribute to society?" In their design and operation, these services improve the learning environment through an active involvement of pupils, staff, parents, and others who influence pupils' development.

The unique contributions of school counselors are to help all pupils to (a) develop more adequate and realistic concepts of themselves through individual and group contacts over a period of time: (b) become aware of their educational and vocational opportunities; and (c) integrate their knowledge of self and opportunities in making informed decisions.

Counseling and guidance services programs provide direct assistance to pupils, staff, and community in order to facilitate achievement of the following goals:

- Assist pupils in developing a better understanding and acceptance of themselves — their strengths and limitations, aptitudes, needs, values, interests and worth as unique individuals.
- Assist pupils in developing interpersonal relationships on the basis of mutual respect.
- Assist pupils in developing problem-solving and decision-making skills.
- Assist pupils in accepting increased responsibility for their career development including educational and vocational dimensions.

It is imperative that sufficient time be made available to provide counseling and guidance services for all pupils in the school district regardless of grade level. The counselor to pupil ration should approximate 1/250-450 at all grade levels dependent upon the unique needs of the pupils served and the availability of other pupil services staff.

School Health Services — Comprehensive school health services involve the work of a variety of specialists. Health personnel who may contribute to the work of the pupil services team include the health educator, dentist, dental hygenist, nurse, nutritionist, physical therapist, physician, and other specialists who apply their professional skills to identifying health problems and making recommendations for appropriate follow-up.

The medical advisor is a physician usually providing consultation on a part-time basis. The medical advisor gives medical direction for planning the health services program and the work of the nurse within the school and serves as a liaison with local medical and health organizations. As a team member, the advisor interprets medical recommendations made by private physicians or may in some circumstances do a health evaluation.

School nurses, and public health nurses who serve schools, are prepared to work with children and parents as well as the school staff. They coordinate the school health services with those of the community. Their responsibilities include planning and conducting or supervising a wide variety of health activities for both individuals and groups. Emergency nursing services are required by state law and include establishment of policies for giving of medication and other direct nursing care as well as traditional first aid.

The activities of the nurse in the school include screening for eye and ear problems, scoliosis, dental disease, tuberculosis and other admnormalities. Appraisal of health status, health conseling, and interpretation of medical directives is also provided to individuals. Home visiting, parent counseling, maintaining health records and supervising health service aides are other responsibilities. Although local conditions determine the case load for the nurse, a general guideline is approximately 1,500 pupils.

School Psychological Services — School psychologists are trained and experienced in the behavioral sciences and education. They apply their specialized competencies in assessment, remediation, therapeutic intervention and research to the understanding and modification of the learning process, interpersonal relationships, and personality dynamics. While school psychologists give direct help to pupils, they also assist parents and school personnel in their efforts to make school more meaningful for all children.

Within the school, school psychologists serve as consultants, diagnosticians, therapists, and coordinators with respect to the behavior and educational management of individual children. They frequently serve in a liaison relationship between the school, the community and community agencies in the understanding and treatment of learning, communication, and behavior problems. Their goal is to best use all community resources in helping youth lead full and wholesome lives.

In addition to group and individual consultation, the school psychologist is uniquely prepared to:

- Administer a variety of individual tests and other behavioral assessment devices.
- Interpret test findings and behavioral data to pupils, professional staff members, parents, and responsible practitioners outside the school.
- Participate in planning and assessment efforts with other professional staff regarding special programming for individuals or groups of pupils.

- Assist school staff members to better understand the behavior and learning patterns of children and to apply these understandings in promoting an improved climate for learning.
- Provide individual therapeutic services designed to help pupils successfully cope with their own needs and the demands of life situations.

It is imperative that adequate time be made available to provide school psychological services. A ratio of one school psychologist for every 1,500 pupils is recommended, although in special instances a lower ratio will be necessary.

School Social Work Services — The overall goal of school social work services is to provide services, resources, programs, and to develop an atmosphere which enables school-age children and youth to receive the optimum benefits of educational programs and to achieve an appropriate life adjustment.

School social workers are skilled in human growth and development, group dynamics, family management, organizational theory, program planning and coordination, systems analysis, research, various treatment modalities (i.e. behavior modification, transactional analysis, reality therapy etc.) and special populations (handicapped, aged, delinquent youth, poverty groups, etc.).

The unique functions of a school social worker are to:

- Provide assistance to school personnel, parents and children when behavior, attitudes and circumstances are such that specialized attention is warranted for the child.
- Provide consultation to school staffs as part of a pupil's problem-solving process.

- Use community organization skills in assessing and meeting the needs of the larger school community.
- Facilitate positive growth for pupils, staff, parents and agencies through consultation and participation in administrative policy and decision-making groups.
- Service as a primary link between home, school and community.

School social work services should, as a matter of policy, be an integral part of the total professional team process in order to maximize the effectiveness of pupil services programs for children. It is essential that adequate time be provided for school social work services. The recommended ratio is one school social worker to 1,500 pupils. In special instances, such as higher deprived or disadvantaged areas, a much lower ratio is recommended.

Pupil Services Centers

Providing adequate physical facilities for the pupil services program is an important consideration for school districts. These facilities should provide working space in a central location for all members of the pupil services staff. The pupil services center should be planned with flexibility to meet future needs as the program of services and activities may change or expand.

The pupil services center should provide individual offices, a waiting room, a conference room and storage space. For convenient access to pupil records, the center should be near but separate from the administrative offices. The waiting room should have direct access to the corridor. The waiting room should also serve as an information resources area as well as a place for pupils and others to wait for appointments. Each pupil services worker's office, which is the setting for the conference, should be constructed with reasonable audio and visual privacy. Because of the need to confer with a variety of persons about individual pupils, the center should also be equipped with adequate telephone service.

Evaluation

Evaluating the effectiveness of pupil services is an extremely difficult but a necessary and continuous task. One type of evaluation is conducted in terms of the types of services provided. Another type of evaluation attempts to ascertain the effectiveness of the program upon changes in individual pupil behavior. Systematic evaluation of the program should be planned on both a short and long range basis.

Summary

Expectations placed upon pupil services workers and programs should be realistic. The pupil services team members are not "miracle workers." The developing human being is still the most complex phenomonen known. The philosophy, function, and organization of the pupil services staff and program is an integral part of a school system's effort to carry out the mandate given it by society — to educate all children to the maximum of their potentials. ☐

Evaluation and Reporting of Pupil Progress

THE EVALUATION AND REPORTING of pupil progress is an essential part of the teaching-learning process. Focused on guiding the development of the individual pupil, the evaluation and reporting program is a cooperative undertaking between pupil, parents, and various school staff members. The evaluation or assessment report assists individulal pupils in monitoring their progress by indicating growth and suggesting desirable next steps to be taken. It is axiomatic that reports should be made often enough to keep parents adequately informed of their child's growth and development.

All phases of evaluation are closely related to clearly stated objectives and to predicted outcomes. Evaluation is pointless unless it is directed toward assessing pupil progress toward goals defined in the objectives of a curriculum, a course or a unit. Evaluation must also analyze the pupil's behavioral growth toward the understandings, attitudes, and skills of the learning experience. It is a fact that many objectives are stated and forgotten. The teacher cannot assume that the mere stating of objectives implies the implementation of those objectives.

The evaluation of change in the immediately observable behavior of children, for example, may include the following steps:

1. In this instance, objectives are to be stated in terms of the specific and concrete behaviors of the learner.
2. Situations are to be provided in which such behavior can be observed.
3. Evidence of pupil behavior must be collected and recorded in usable form.
4. The results are interpreted and reported to pupils and parents.

However, a comprehensive evaluation program goes well beyond testing for the mere acquisition of specific skills, facts and knowledge in the cognitive domain or observing immediately observable behavioral changes. For example, a truly thorough evaluation will extend into the measurement of the pupil's ability to interpret, to evaluate, and/or to apply information to solve real problems. Beyond the cognitive domain, evaluation includes concern for such other areas as:

- Physical Development: general health and ability, speech, motor skills, and dexterity.
- Social Development: acceptance, recognition, belonging, leadership, and interaction.
- The Affective Domain: attitudes, motivations, interests, and adjustments.

The most common ways of reporting are the report card, the letter and the conference. The report card used alone has limitations in adequately informing both pupil and parents of school progress. A letter to parents can give additional information concerning the child's mental and physical health, social adjustment, and specific strengths and weaknesses in given areas. Conferences involving teacher, pupil, and parents provide opportunities to reach a level of understanding that is essential if all concerned are to work together successfully.

The effective use of evaluation and reporting enhances communication between teacher and students, and school and home. The techniques and procedures of evaluation and reporting deserve continuous reappraisal in order to assure excellence in education. ☐

High School Graduation Requirements

HIGH SCHOOL GRADUATION REQUIREMENTS must be of concern to all persons striving to achieve excellence in education. The state of Wisconsin does not require a certain number of credits or courses for graduation. The laws of Wisconsin provide that the local school districts determine the course requirements and the number of credits for high school graduation. The law requires several topics to be studied and requires a minimum of three years of physical education. However, these are not specified as requirements for graduation.

Traditionally, high school graduation requirements have reflected the entrance requirements for colleges and universities. These requirements usually specify a number of credits in certain subjects.

The school districts in Wisconsin require a specified attendance time — usually four years — and the successful completion of certain courses and credits. The high school diploma then signifies that a student has spent the required amount of time in school, has been exposed to a specific number of courses and has met the school's standards of achievement for what was contained in these courses. In this context the high school diploma is unique to each school.

The district's philosophy of education must be considered when determining high school graduation requirements. If the district's philosophy relates to educating all students for a productive role in society, this is to be reflected in the graduation requirements. It is not necessary that all students learn the same body of knowledge. While the requirements should differ according to the need, ability, and aptitude of a student, there are basic skill needs common to all.

There is need for graduation requirements which go beyond required courses, the number of credits and the hours attended. The content of required courses should be reviewed to determine what skills are to be learned or what attitudes are to be developed by these courses. If it is decided that there must be a certain level of skill attained or a certain type of behavior exhibited upon the successful completion of a course, then the instructional methods and modes must be determined so that every students has an opportunity for success. It means the adjustment of the teaching method to the student's learning mode. There is a movement in the educational circles to require a certain competency level for high school graduation. In addition to certain courses and years of attendance, one state also requires that each district determine a survival level of competency which every student must achieve prior to being granted a diploma. This approach has inherent dangers and must be approached cautiously. However, it has some distinct merits and should be examined as one approach to determining high school graduation requirements.

There is much concern today that the high school diploma no longer is meaningful as it relates to a level of achievement. In one sense of the word it never has had a specific achievement level attached to it. School districts require only that a student complete a course but do not specigy a certain level of competency that the student must achieve in order to pass the course. The standards within the course for pass or fail are determined individually by teachers. This flexible standard plus the fact that each district may have different requirements mean that a high school diploma does not signifiy a specific degree of excellence. However, it is also possible to think of the high school diploma as a readiness certificate. As such, it should signify that the holder is prepared for entrance into an occupation, or for post-secondary training, either vocational or academic, or for some other type of career. The readiness certificate is based upon the philosophy that the role of the secondary school is to prepare each student with some type of useful skill.

Local school districts are authorized and encouraged to issue high school diplomas to adults in their community who have not graduated from high school. These districts may provide the adult with a high school credential through the GED testing program or by offering credit for any other successful educational experience. While these adults may have completed less than the normal twelve grades of school, they may have acquired, through formal and informal educational experiences, an educational maturity at or above the level of high school graduates. ☐

Innovation and Research

AMONG THE FUNCTIONS OF every school system is the improvement of learning opportunities for the students served. A quality school program should be concerned not only with maintaining and improving the existing program, but also the exploration of new approaches to the instructional process to better meet the individual and group needs of students.

This concern should be evident in specific practices within the school environment. A positive change agent role may be expressed, for example, in the following ways:

1. The existence of a continuous staff development program based on documented needs and congruent with a well-defined long range plan.
2. The development and implementation of a workable strategy which provides for regular interaction with other agencies, including school districts, colleges and universities, technical institutes and other available local and state resources.
3. A continuous local research effort based on the most recent scientific inquiry and findings in the field of education.
4. A viable evaluation design and capability which provides constant feedback on all aspects of the school district operation, with sufficient flexibility to permit appropriate interventions as they are required.

In initiating innovation and research efforts, school districts should attempt to focus upon important local needs and interests. This will motivate a serious commitment to the effort which can result in new findings and practices which have utility in improving the local educational program. □

Student Activities and Organizations

EACH SCHOOL SHOULD ATTEMPT to motivate a diversified and balanced program of co-curricular and extra-curricular activities designed to make positive contributions to the educational development of all students. These activities take place outside the normal or usual structure of classwork and not only give opportunities for learning democratic processes and human relations but often contribute to making specific skills more meaningful. Certain types of activities also serve as exploratory experiences for long range vocational or avocational interests. Educators should also encourage participation in various community sponsored movements such as Boy Scouts and Girl Scouts, Junior Achievement, 4-H, various cultural groups or other related activities.

Those activities fostered by the school are governed by principles and policies which encourage wide participation and which result in valid educational experiences. There should be sufficient structure in the form of a constitution and by-laws for certain clubs so that democratic principles and parliamentary procedures can be learned. Sponsors or other adult leadership should be provided from the school staff but emphasis should be placed on increasing student leadership abilities, encouraging special student interests and skills and providing students a voice in governing appropriate aspects of school affairs. Adult assistance from members of the community other than teachers is usually readily available and should be utilized by the activity as appropriate to the goals of the group.

Activities or clubs related to specific subjects within the school, i.e. French club, history club, science club or various vocational clubs may be outgrowths of school subjects and are usually designed to compliment those classes. Other groups are formed to provide activities for those interested in a given subject or area where a class experiences is not available or where time permits only the activity type of involvement. Still another variety of activity may be either related to a personal recreational interest or to a desire to perform a service to the school or to the broader community. Adequately planned and executed programs make positive contributions to the development of the individuals involved and contribute to specific skill areas.

Certain organizations have State and National groups with which the local group may be affiliated. Such affiliation offers broader contacts and opportunities for sharing with students of other areas. These experiences can hopefully be used to motivate the entire membership and to extend the development of local leadership to a point not possible within the local community. State and national activities, however, should be used in the pursuit of valid educational experiences for as many as possible and should not be permitted to exploit the larger local membership in either financies or time for the promulgation of activities of value to only a restricted elite.

In the area of athletic and recreational activities, attention should be given to the development of a program which will welcome every individual and will give needed opportunities for development to the highest skill or interest level of that individual. This program in no way interferes with the varsity program but rather demands intra-mural or non-competitive opportunities which are appropriate to every age and skill. The [illegible] degree of concentration and skill demanded by interscholastic competition make it desirable to emphasize these programs at the high school only and to provide a diversified intra-mural program both prior to and concomitant with the varsity.

Varsity programs are normally well supported in the areas of facilities, equipment and personnel. It should be emphasized however that participants at grades below high school or those not sufficiently skilled for the varsity level are in need of equal consideration in these areas.

It should also be emphasized that, philosophically as well as legally, girls are to be provided equal opportunity with boys to participate in interscholastic athletics and recreational programs. In non-contact sports and activities in which strength is not the dominant factor, co-educational activities are often appropriate.

It is important for school districts to schedule athletic contests and practices at times and in locations which minimize the loss of school time for both participants and spectators.

It is important that there be suitable administrative control of finances of all school activities, although club members and officers with the guidance of their sponsors or advisors have a responsibility for the fiscal matters of most groups. While funds will be earmarked for each organization, it should be understood that all such funds are finally under school board control. It is considered desirable to have the school district pay the expenses of public performances and receive the income when admission charges are made.

Students and staff should share active responsibility for selecting, organizing, and evaluating the activities and outcomes of clubs and activities. A measure of the effectiveness of the club and activities program might be made by determining the percentages of students engaged in some activities. An appraisal of the value of the various activities carried on by each club or activity is important. □

ADMINISTRATIVE CONSIDERATIONS

Financial Operations

THE ESSENCE OF EXCELLENCE in education is in the kind of instructional program available to children. The instructional program includes all of the activities and experiences in the school setting with which children have a direct involvement. Financial operations, by this definition, are not part of the instructional program, however, as with nearly all public, civic, and commercial activities in our society, the program becomes possible only when there are dependable, well structured and efficiently administered financial resourses available.

A school budget is the financial interpretation of the school district program of instruction. The budget process is a continuous one and is most effective when it involves school staff, board of education, and the community, under the guidance and direction of the school administrator.

The development of the financial plan for making a program of instructional experiences available to children is, for the most part, localized within the school district. The basis for educational program planning is found in the minds of the citizens of the school community according to their feelings for the importance of education to future opportunities and benefits for their young people. The basis for planning is usually modified by the financial resources available or by the local priority system upon which available resources are allocated.

The board of education communicates the community's aspiration for and support of the school program to the professional staff through directives and policies. The professional staff with the administrators and teachers, working in concert, draw from their backgrounds of training and experience to consider the program that should be made available to the children of the district. As the program elements are finally put together they are translated into a financial plan or budget which will serve as a working document for a period of twelve months.

While the details of the school district program-budget are determined locally, the decisions have been influenced increasingly in recent years by educational policies and funding levels from state and federal government. Funding from state sources emphasizes the concept of equalizing educational opportunity and, as with most federal aids, also provides for areas of special needs. As at the local level, state and federal policy and funding decisions tend to reflect the priorities and aspirations of the constituencies being served.

Revenues for school district programs are provided by local, state, and federal resources. The primary source of local revenue is the property tax which is levied against all property in proportion to its "equalized" value. Equalized values for the equitable distribution of the tax levy are determined by the Wisconsin Department of Revenue.

The State of Wisconsin provides financial support to local school districts through categorical and equalization aid formula payments. Categorical payments are made to help finance such costs as special education programs, driver education and libraries. The equalization aid formula is designed to share in costs not funded by categorical aids and recognizes the districts ability as measured by the real property value per pupil.

Federal aids to support the local educational program are of a categorical nature also, and for the most part are channelled to local districts through the Department of Public Instruction. The major federally aided programs include:

1. Educational disadvantaged children.
2. Vocational studies.
3. Library resources.
4. Indian education.
5. School food service.
6. Districts experiencing a cost impact due to federal activities.

While the forgoing paragraphs outline the basis upon which financial operations of the local educational program are carried forward, focus must be sustained on the concept that the quality of the local program depends to a large degree upon how well a district organizes its resources to achieve maximum benefits for boys and girls. The importance of the proficient use of fiscal management tools and skills cannot be stressed too strongly. Such tools and skills include long range planning based on attainable goals, well kept inventory records, careful allocation of monies to funds as required by statute, thorough documentation of expenditures from budget authorization through purchase orders, invoices and disbursements, and finally, careful classification and reporting according to uniform accounting standards. □

Educational Planning

THE CONCEPT AND PRACTICE of educational planning at the local school district level are not ideas and actions that are unique to the 1970's. Local district planning has existed since school districts were first created in Wisconsin during the territorial period of the state. Changes since those early days have been accommodated by local planning efforts of varying degrees and quality. Today the state's public K-12 system reflects a high level of public support and confidence and includes better prepared personnel and more comprehensive educational programs than at any previous time. This public support and confidence in local educational efforts is the result of a great deal of planning by innumerable teachers, board members, administrators and concerned citizens.

While these efforts and their results are substantial and impressive, those who have been the most involved in them are among the first to recognize that new factors and forces have emerged which make more and better planning even more imperative than in the past.

The following items are offered without extensive definition or discussion as evidence of this continued and expanded need. They are already well recognized and understood by teachers, school board members, administrators and concerned citizens in district throughout Wisconsin:

1. Public expectations and demands for improved managerial/instructional effectiveness and accountability, as well as continuation of existing demands for fiscal responsibility and efficiency.
2. A stabilizing enrollment base, or often a declining base, in many local districts, with attendant implications and problems regarding facilities, programs, staff and expenditures.
3. A leveling of financial support of the educational system after a generation of expenditure levels which have out-distanced growth in many other public service areas.
4. New role and power relationships among teachers, school boards, and administrators which require new strategies and techniques to cope with complex and sophisticated issues, problems and needs.
5. Increased state-level demands and expectations as evidenced by the 13 standards.
6. New state-level and public expectations that *all* children will be provided appropriate educational opportunities.
7. Increased complexity of the teaching-learning process due to a spectrum of new programs, techniques, materials and concepts which can overwhelm the time of the most conscientious student of the art and science of education by their numbers and time consumption, as well as increasing sophistication.
8. Demands and expectations for improved vocational and technical education in the secondary schools; for career education throughout the K-12 curriculum; and for new strategies to provide appropriate programs for gifted students.
9. Continuing and restructured federal educational programs which often require disproportionate amounts of time and effort to be effectively and efficiently administered and coordinated with local priorities, needs and programs.

Purposes and Expectations of a Local Planning Capability

While much has been accomplished through local planning efforts, it is evident that much still remains to be done. It is also evident to a considerable degree that local planning has often consisted of temporary, uncoordinated efforts which have been directed toward specific and immediate problems or crises. Few districts have developed a coordinated, comprehensive, sustained planning capability and process which gives a sense of direction and priority to the numerous expectations and needs which are found in every local unit. There are many reasons which could be cited as to why this has not been done, and many are serious and valid expectations. Without attempting to explain the past, but rather building on those achievements and experiences, it appears clear that more must be done to plan more effectively now and to assure the continuation and refinement of the planning process in the future to a greater degree than it has existed in the past.

The planning process, and those responsible for planning, are concerned with at least three major tasks in a school district:

1. The development of goals to describe the primary expectations and responsibilities of the local district and the development of plans to achieve stated goals.

2. The procurement, direction, organization and coordination of resources and activities relevant to the implementation of plans.
3. The monitoring and controlling of the performance of the educational system to maintain and describe progress toward goal attainment, or to intercede with appropriate corrective measures if acceptable progress is not evident.

While these three overriding repsonsibilities can become obscured by the multitude and variety of programs, problems and conditions with which administrators and school boards have to contend, they do constitute the essence of the management function. Subsequent activities should be analyzed frequently to assure that all three major tasks are being addressed in appropriate ways and reasonable intensity.

An improved, continuous planning capability has the potential to serve local interests in the following ways:

- Educational goals and objectives can be established.
- Community support and student motivation can be increased.
- Present levels of accomplishment can be examined.
- Needs can be more thoroughly identified, documented, and analyzed.
- Resources can be expended more efficiently and with better rationale.
- There can be better identification of the results for which the school system is being held accountable.

Planning efforts and activities are not automatically successful in every school district. Several conditions conducive to the establishment of a commitment to better planning are listed below:

1. Those persons involved in and/or affected by the planning process must be convinced that the purpose of planning is to bring improvement through orderly change. Planning and change must not be viewed as threatening or negative entities.
2. Change will occur more easily and more effectively if it furthers the rational self-interests of those affected; if it is compatible with personal values and enhances personal relationships; and if it is supported and backed by legitimate authority.
3. There must be an orientation toward the future, and toward a future which will very likely be difrenent than the past or the present. Thinking, in most cases, should be oriented toward a period of two or ten years in the future.
4. The school system should be viewed as a whole. While recognition and consideration must be given to the interrelated components or elements of the system, the prespective employed should should not be so restricted or limited that it ignores the variables critical to the entire system which must be identified, measured, and evaluated.
5. Unrealistic expectations regarding a more formalized, sustained planning effort should be discarded early in the process. Planning is not a panacea. It requires an experimental attitude, the willingness to take reasonable risks, and maturity and patience commensurate with the formidable task which is being initiated. Two to five years has been used as an estimate of the time required for school districts to develop a planning capability and to see the benefits of the process.

Anticipated changes as a result of a sustained, effective planning process may include the following:

- Clarification of the decision-making process, and perhaps modification of that process to involve appropriate people at the appropriate time and place.
- Changes in specific educational programs based on anticipated problems, validated needs, and evaluation of the current status.
- Increased understanding of the purposes, goals, and objectives throughout the school system and recognition of the different opinions, ideas, and strategies by which people feel they may be attained.
- Improved rational and justification for decisions reached and the possible reordering of priorities and reallocation of limited resources.

Educational practitioners can readily recognize that planning is an intellectually demanding, time-consuming, frustrating and never-ending process. Planning internally, however, is more acceptable to most educators and lay citizens than being planned for by external agencies.

Initiating a Planning Capability

A district administrator and school board may be in general agreement with most of the proceding material and yet be faced with the realistic problem of getting something positive started in the district. Several possible beginning points are suggested below:

A Self-Analysis of Present Planning Practices

Every district plans to some degree in some way at the present time. It would be helpful to reflect upon these formal or informal processes; the participants in the local efforts; kinds or types of past or current planning applications that can be identified; and the degrees of success or failure, and the process or products, that have resulted. A brief documentation of these considerations and related areas can serve as a basic vehicle for recognizing and describing the present state of the art locally and communicating it to others.

Identification of Potential Planning Functions and Activities

If, as indicated previously, there exists a lengthy list of demands, needs, and expectations which local districts must contend with and respond to, a district administrator should be able to identify a variety of problems and issues to be addressed by the planning capability. Development of such a document will give legitimacy and credibility to the exploration of improved planning procedures and will communicate to the school board and others what the chief administrator has in mind when speaking of planning. This list should not be considered prescriptive or final in any sense, but can be used instead to initiate thought and communication regarding improved planning efforts.

Consideration by the Administrative Personnel

Although most Wisconsin districts do not have large central staffs, there is often a small group consisting of administrators, principles, supervisors, coordinators, and perhaps a business manager who can be assembled to discuss the local planning situation. Within a period of several meetings this small, informal group can share perceptions, ideas, and opinions regarding the strengths and weaknesses of the local planning situation, what better planning could do for the district, and the specific areas that could be addressed within the school system. If such discussions can result in some consensus regarding these topics, the administrator is in a stronger position to consider bringing the subject to the attention of the local school board.

Formation of A Local Planning Council

It is possible in most districts to form a local planning council typically consisting of the superintendent, key central office personnel, principals or representative principals, representative teachers, a member(s) of the board of education, and a representative(s) of the community at large. Usually teams consisting of ten to fifteen members provide adequate representation in most small and medium size districts and are still small enough to function effectively. While the planning council cannot do all the planning, they will probably do an important part of it, and they will be expected to lead others through the planning process, and to initiate, carry on, and complete specific planning activities.

In most districts, the continued support and involvement of the superintendent is also a key factor to the success of the team. If planning council meetings and activities become a low priority to the superintendent, the committee usually begins to display the same attitude, and within a short time morale problems and a sense of unimportance render the group ineffective.

It is equally true that the board of education must provide for and regard the planning council as a primary advisory group. Although no advance guarantees can be made regarding eventual actions by the board related to the suggestions, recommendations, and products of the planning council, both groups must view the relationship as a serious and continuous arrangement if the results are to merit the efforts.

Summary

Educational planning is both an art and a science and will continue to be in view of the characteristics and expectations of the public educational system. While this means that planning can never be reduced to mathematical certainty, it does not mean that planning is a waste of time and effort because the variables are too numerous or their interrelationships too complex. The alternative to planning is not to plan and no school district has ever endorsed or practiced that philosophy and continued its existence. The larger question is the degree or extent of planning that will occur, and the means by which it will occur. ☐

Educational Accountability and Evaluation

EDUCATIONAL EVALUATORS HAVE frequently had difficulty in their efforts to accomplish specified goals. For example, various groups and periodicals have periodically and publically attempted to grade the schools. With praise and blame, they usually list the top state in the union, and the bottom state in the union, and the national average, on such items as number of pupils per teacher, percent of enrolled pupils attending daily, percent of eighth grade enrollment that graduates from high school, per capita state expenditures for public education, and a number of other statistics. Another procedure is to list the ten best schools in the nation on the basis of amount spent per pupil, number of staff with master degrees, etc. Such data may be useful to school administrators in convincing the board of education and the public that more funds are needed for education, that a new course should be added to the curriculum, that the library should be remodeled, and the like. However, the items in isolation, or even in statistically derived combination, do not measure the quality of teaching and learning in a school.

Evaluation of the total school program concerns the effectiveness of what the school helps pupils accomplish rather than what the school possesses. Major emphasis should be on the degree to which the specific objectives of education are being realized. The community and the school must decide which objectives to measure and what evaluation techniques to use. The effectiveness of resources which the school uses should be appraised in terms of their effects on pupil learning.

Society is asserting certain basic rights in a democratic educational system, e.g., each child has the right to a quality education; each taxpayer has the right to demand educational results from the school's expenditures; each school has the right to improve itself through modern systems and technologies. Many sectors of society suggest that the processes of accountability — objectives — based instruction, learner assessment, and program evaluation — are necessary to the realization of educational rights. Schools are being asked to implement accountability systems which demonstrate and measure relationships between "inputs" and "outputs," between the expenditures and processes of education and the progress of student learning.

Accountability, put simply, is the application of the scientific method to the educational process. It involves careful definition and analysis of educational tasks, learner diagnosis, precise teaching methods, and a careful evaluation system involving objective assessment of learned behaviors. Accountability acknowledges the basic rights of the learner and the public to know what actions the schools take and how effective those actions have proven to be. Accountability can also provide information on fiscal efficiency, equality of opportunity, and relative merits of alternative practices. The accountability movement is an inevitable culmination of developed technologies, theories, needs, and attitudes which have combined to increase productivity in industry and to send rockets to the planets. Accountability is empirical science applied to human behavior.

An educational accountability system is based upon the fundamental notion of *program evaluation* and information "feedback." Evaluators work from a simple systems model:

1. Specify program goals and develop behavioral objectives
2. Diagnose learner readiness and determine previous achievement
3. Proceed with teaching-learning strategies
4. Evaluate learner behaviors by testing the behavioral objectives and by using results to evaluate entire instructional program.

To be accountable a system must have a defined purpose, something to be accountable for. Increasingly, educators are identifying the goals of the educational process in terms of specific behavioral objectives, in terms of what pupils should be able to do at the end of the instructional period. The school agrees to be held accountable for those specific student learnings.

To be efficient, teachers must make a preliminary *diagnosis* of learner abilities and prior achievement. It would be absurd to "teach" quantum physics to students who cannot multiply; it would be ridiculous to expect all children to achieve interscholastic-competition-level athletic expertise. It would be inappropriate to hold educators accountable for results which cannot reasonably be expected.

Various teaching and learning strategies need to be considered. Different teachers in different settings with different students and different educational objectives will use different processes. Accountability is not uniformity. The instructional staff selects appropriate methods for the situation and proceeds, ready to be accountable for specific results.

Evaluation requires the measured assessment of actual student learning. It requires testing. Not all tests are paper-and-pencil, multiple-choice exercises. Giving a play or shooting free throws or presenting a report can be test situations. The form of evaluation is not important as long as it's appropriate; the fact of learner assessment is. The educator must describe the degree to which students have learned. We measure the ability of students to perform specified behaviors, and to the degree that students achieve original objectives, the program may be evaluated a success.

Some guiding postulates:

1. Education is a process of changing behavior, thinking, feeling and acting, of individuals. (However, learning is not necessarily involved in every change in behavior.)
2. Some types of behavioral changes are directly observable and measurable.
3. Learning is an individual involvement and process.

Planned changing of behavior calls for:

1. *Determining* and *stating* objectives a course or program is designed to serve.
2. *Selecting* and *organizing* learning experiences which help to attain these objectives.
3. *Obtaining evidence* of the extent to which objectives have been attained.

4. *It is important to remember that goal distortion may result when the quest for quantification becomes too obsessive. It may thus happen that undue emphasis is placed on those goals which can be most easily measured to the neglect of even more important goals.*
5. *It is also mandatory that one does not get caught up in measuring that which appears undesirable to segments of an open society such as ours in which there are differences of opinion as to some of the most important goals, effective ways of approaching them, and the means of measuring attainment.*
6. It is well to remember that evaluation does not differ from instruction in *purposes, in methods, in materials.*

A comprehensive evaluation program will go well beyond testing for the mere acquisition of specific skills, facts, and knowledge in the cognitive domain. Comprehensive evaluation will extend into the measurement of the students' ability to interpret, to evaluate, and/or to extrapolate information to solve real problems.

Who is accountable in the educational process?

Almost everyone is accountable to some degree. The teacher is accountable for having used responsible and professional practices. The administrator and the board members are accountable for having provided the proper environment and support services. The individual learner is accountable for having worked to the best of his or her ability. The parent is accountable for having provided adequate home support. The public-at-large is accountable for having provided quality schools, personnel, equipment and community-wide educational support.

Accountability is not a means of fixing the blame. We can determine whether our educational systems work, even how and how well they work and something about why they work. The schools must determine program effectiveness and must strive to improve processes, but everyone must share the responsibility.

Many benefits from accountability may be expected. Schools will better know what they are doing right, will better be able to allocate resources and make informed program decisions when it is know what "works" and what does not. In the days of limited school finances, declining enrollments, and expanded costs, education's ability to be accountable to the public — to demonstrate tangible results for the investment — may largely determine future economic support. ☐

School Sites, Buildings, and Facilities

THE TERM SCHOOL FACILITIES as used here includes all sites and structures related to public school education. The creation or improvement of facilities is not a goal in itself; facilities exist to provide a place, a focal point, for educational activities. In the more restricted sense, facilities should be developed, designed and improved as necessary to provide the programs and services required by state statutes and administrative codes. Beyond this minimum, facilities should help realize the breadth and quality of educational experiences desired by the community for their children.

A long range plan which indicates new facilities, possible additions and alterations, and preventive maintenance should exist and be continually reevaluated. But, any major implementation of a phase of the plan will benefit from the efforts of a special committee. This committee should be broad-based in its membership and should include community members, school board members, staff, and perhaps students. A needs study should be created or updated so that curriculum and program needs are considered first. The degree of adequacy of present sites and facilities should then be considered with the general plans for new facilities or refurbishing coming as an outgrowth of step-by-step procedures. This committee should cease to function at the point of detailed planning, with that phase being assumed by local school district staff and the professional architect or facility developer assisted by consultants in curriculum areas and facilities from the Department of Public Instruction.

Whether the problem at hand involves the selection of a site for a new facility or decisions relating to additions, remodeling or refurbishing of existing facilities, certain basic factors relating to site must be considered. Sites should be located as near the center of the enrollment to be served as possible but other desirable attributes must also be considered. Streets and highways, industrial developments or other buildings, and convenience to utilities and community services as well as general topography and aesthetic qualities must all be considered — in economic terms if possible but at least informally in all cases. In considering the size of site, recognized national guidelines make the following recommendations:

Elementary Schools	10 acres plus one acre for each 100 pupils
Middle or Junior High Schools	20 acres plus one acre for each 100 pupils
Senior High School	30 acres plus one acre for each 100 pupils

Sites of these sizes allow for full development of all facilities at the location and make provision for driveways, parking lots and for reasonable future expansion to be accommodated if necessary. Partially developed sites should be evaluated against all of the criteria indicated for a new site and adaptations such as multi-

story buildings, nearby park facilities or other adjustments should be weighed in reaching a decision on retention, expansion or relocation of facilities on that site.

School building planning should take into consideration the latest knowledge about how children grow and mature physically, intellectually, and emotionally. Promising trends in educational practices should also be recognized and flexibility to permit future adaptations of all facilities should be included. State and local building codes and the School District Standards (ss 121.02, Laws of Wisconsin) establish a minimum level of physical environment but communities interested in educational excellence will strive to provide facilities which will develop program and student potential to the maximum.

Smiplicity of design, a minimum number of load bearing walls, strategic placement of windows, and advantageous placing of mechanical service systems all contribute to current serviceability and to possible future rearrangement of interior space to serve the changing needs of the program. The initial cost of any facility is a consideration, but then considerations such as service to the program, ease of adaptation to new programs, durability of materials and ease of maintenance are of even greater concern.

Architects and engineers give attention during design and construction stages of facility development to factors of safety and health as stipulated in both state and local codes. It is, however, the responsibility of district personnel to use and maintain all facilities in a safe manner. Constant vigilance on the part of all staff and students is essential to maintaining a safe environment, but if such concern is to be directed and coordinated effectively a person designated as "Safety Coordinator" should be in charge. This person should be involved with all facets of facility management and should be the one individual through whom all safety programs are channeled, from initiation through assessment. Large districts will profit from the assignment of a person to this duty full time and all districts should make this responsibility a part of the duty of one employee functioning district-wide.

In summary, buildings are necessary to protect from the elements participants, materials, and equipment involved in the educational process. Further, buildings provide efficiency to the educational process by gathering students into groups for instruction and for interaction. Beyond these basic functions it should be realized that buildings neither prevent nor guarantee good education but exemplary buildings can be expected to expedite and enhance the educational process. ☐

Operation and Maintenance Services

EFFICIENT PLANT OPERATION AND maintenance services are important to the successful implementation of the educational program. Operation services consist of those day-to-day activities which are necessary to keep the physical plant in good condition. Maintenance services include those activities and procedures which are concerned with preserving, protecting, and keeping buildings, grounds, and equipment in a satisfactory state.

The purpose of planned maintenance is to guard the investment which the district has made in facilities and retain or improve safety and health factors and to enhance the use of the space for instructional purposes. Personal comfort features such as good lighting, controlled heat and ventilation, and good housekeeping are important to a desirable environment and must be given constant attention if the facility is to serve well.

The operation and maintenance programs are concerned with services, activities, and procedures which help to: (1) promote health, cleanliness, and safety practices, (2) encourage economical operation including an energy conservation consciousness, (3) preserve property values, (4) retard deterioration of buildings and equipment, (5) develop student and community pride in the school through keeping buildings and grounds attractive, and (6) meet the letter and intent of the Environmental Protection Act Program.

Qualified personnel working under the leadership of a capable manager of services are essential to the operation and maintenance program. Policies which clearly define duties and daily [illegible] schedules of the maintenance and operations workers are important to the implementation of an effective long range plan to guarantee optimum facility maintenance for the desired programs.

In making an evaluation of the adequacy and effectiveness of the operation and maintenance services provided within a school district, it is appropriate to set the following facility goals or objectives:

1. Attractive and well kept school buildings and grounds.
2. High standards of cleanliness and sanitation.
3. Cooperation between faculty and students to achieve adequate facility maintenance.
4. Optimum lighting, cooling, heating, ventilation and sanitation which exceeds statutory requirements.
5. The elimination of all facility hazards for the safety of both faculty and students.
6. Use of modern, effective, management techniques and information systems to achieve adequate maintenance and operation at minimal cost.
7. Adequate time and funds to train or expand the knowledge and skills of maintenance and operations workers.

It is expected that a touring inspection of all facilities used by a district for school purposes will be conducted annually by a person in charge of coordinating safety activities together with other persons as deemed desirable. An attempt should be made to analyze the physical surroundings such as buildings, walks, streets and other features with which students must cope. The analysis should also involve inspection of accident records. Conditions such as over-crowding and inappropriate use should be noted. When certain conditions can be corrected, prompt action is in order. Over-crowding or inappropriate use may not be immediately correctable but such conditions should have an impact on the long-range plan for facilities. Other circumstances, such as a dangerous street crossing, may have to be compensated for by re-routing of pedestrian or vehicular traffic, by the use of mechanical or painted signs or by placing a crossing guard at that point. The purpose of the analysis is to protect students from conditions which can adversely affect their safety and health. ☐

School Food Services

SCHOOL FOOD SERVICES OPERATIONS may include lunch, breakfast and milk programs which are partially funded and regulated in a large measure by the U.S. Department of Agriculture. State funded elderly nutrition programs may also be operated. All programs are administered and monitored by the Department of Public Instruction.

Objectives:

The objectives of school food services center around the provision of nutritious, well balanced meals in conjunction with coordinated nutrition education activities. Programs in many areas are evolving into a more complete community service through the extension of benefits not only to students of traditional school age but to other consumers ranging from those of preschool age to elderly citizens. Nutritional status is related to one's health and well-being. School food services can play an important role in assuring that part of the daily dietary requirements are being met for those participating in the various programs.

The nutrition education component of school food services is most important. Research indicates that proper food habits are learned. Experiences in the school food services program, especially when correlated with in-classroom and other learning activities, provide an exceptional source of basic nutrition education information.

Additional objectives of school food services programs may involve teaching social graces to school children and the use of school food services facilities for teaching job skills to students who may wish to seek a post-high school vocational position in the quantity food production industry.

While nutrition and nutrition education objectives are important and must be met for all who participate, the provision of free and reduced price meals and milk to needy students should also be highlighted. Many needy students receive their highest quality meal of the day at school, and the school food services program provides such meals without identification of recipients or discrimination.

Evaluation:

All phases of the school food services program can be analyzed to assure that the program is operating efficiently. Innovative food service production-delivery systems are in use which can minimize daily operating and capital outlay costs without sacrificing the attainment of school food services objectives. These systems can be studied to determine if implementation will have intra-district benefits.

Competent school food service management and supportive staff are necessary to assure that program objectives are met. Access to organized, ongoing informal and formal education training programs will help assure efficient and knowledgeable school food service employees.

School food services should be provided in all attendance centers within the school district. There may be need for a school breakfast program in addition to the school lunch program in those centers with large numbers of economically needy students or in centers serving large numbers of bussed students (many of whom may leave home very early in the morning). Schools having many students with working mothers are also target schools for breakfast program implementation.

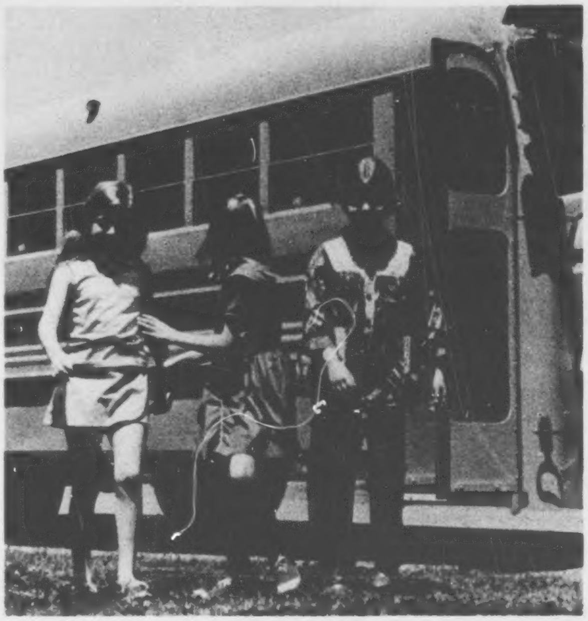
One measure of the effectiveness of school food service programs can be evaluated in terms of the number of children participating. Alternate choice menus, supplemental food service programs, and the involvement of students in program management and planning processes may increase participation in the secondary schools. Increasing the variety of menu items, producing food in a manner to assure its palatability and providing a pleasant and relaxed dining atmosphere may increase participation at all grade levels.

Special emphasis should be placed on determining that all needy students eligible for a free or reduced price meal or free milk do, in fact, receive them. Pride, lack of information and other communication problems may deter some needy children from participation in the program.

The integral role that school food services can play in the school and in the community should be considered in terms of the nutrition and nutrition education benefits which it can bring to program participants. Evolution of the programs to provide for expanded nutrition service may be desirable. Likewise, a determination of means to increase utilization of the school food services program in the coordinated teaching of nutrition within the school can be an important educational priority. ☐

Pupil Transportation Services

THE PUPIL TRANSPORTATION SERVICE of any school district must safely and efficiently bring children and educational opportunities together. Such service consists primarily of transportation to and from school, but also extends to out-of-school experiences, both academic and extracurricular.



Whether district-owned or contracted vehicles are used, control of the operation is vested in the school district. Responsible personnel designated by school board authority coordinates, directs, and supervises the program, as required by statute and local policies. Whether by direct operation or through contract arrangements, the elements of a satisfactory transportation service must include criteria for selection of personnel and equipment; an organized program of bus driver and bus rider education and in-service training; an adequate vehicle maintenance program; a definition of procedure and line of authority for establishment or alteration of routes, time schedules and special trips; responsibility and authority of drivers, and expected behavior of pupils involved.

Within the authority granted by statute, school boards establish policies which expedite the goals of safe and efficient transportation service. Maximum riding time of pupils on school buses ideally is less than one hour per trip for those in high school and forty-five minutes for those in elementary grades. A reasonable walking distance to a bus pick-up point may range from one-quarter of a mile to no more than three-quarters of a mile depending on conditions. Special provisions for transportation should be made to safeguard children residing in unusually hazardous areas who normally are not eligible for pupil transportation services because of the proximity of their homes to the school. Rules for bus riders are essential for proper bus driver-rider relations, with such rules originating in the schools and having the full endorsement and understanding of school authorities as well as that of drivers and riders, and their parents. With the awesome responsibilities required of bus drivers, a high degree of competency and safety awareness should be demanded of the men and women performing this vital service, whether employed directly by the schools or working for a contractor.

Any evaluation of the transportation system should consider the degree to which it makes educational opportunities conveniently available *and safe* for all students, including those attending private schools and qualifying for transportation service. Comparison of local transportation data with that from similar districts, with CESA or state-wide averages may be helpful in a general evaluation. However, unique features of each local school operation must be kept in mind in such comparison. ☐

Community Relations

PRESIDENT JAMES MADISON ONCE SAID, "A popular government without popular information or the means for acquiring it is but a prologue to a farce or a tragedy or perhaps both."

The Department believes that good community relations must be an integral part of the schools and their administration, that good schools depend upon public support which in turn depends on an enlightened public.

Community relations, or public relations, or public information — whatever term may be used — is a systematic sustained program program to provide clear and candid information to the various publics which the district serves.

It is obvious that community relations program will vary widely in scope and intensity from one district to another. A large metropolitan district may develop a sophisticated wide ranging capability for public information including the employment of a specialized staff (with a generous budget) for this single purpose. On the other hand, a small district, where the administrator, staff, teachers, parents, students and all the publics are quite well known to one another, may handle their community relations program in a comparatively informal way.

Elements of a Good Program

Whatever the size and scope, a good community relations program will be based minimally on the following:

- The adoption and distribution of a written policy statement on community relations outlining purposes, functions, and responsibilities.
- The adoption of an open policy on board meetings (except for executive sessions as defined by law) with a means for publicizing meetings and encouraging public attendance.
- The recognition that the district serves multiple publics each with varying levels of interest in and need for information. These publics include students, teachers and staff, parents, and the general public.
- The development of a means to provide accurate and complete information to the news media, except on those matters excluded by law.
- The recognition that community relations involves a two-way process, that systematic provisions must be made to gain opinions, ideas and information from the publics which the district serves.

Within the framework of these policies, practices may vary while still adhering to the policy's intent and purpose.

Responsibility

The school board should establish general community relations policy and individual board members will likely be active participants in spreading the word. Operational administration should be assigned to the administrator or other staff. Whatever the practice, those responsible for operation must have the full cooperation of the board and administration, and have a counseling voice on policy matters which are likely to have a public relations effect.

In the broad — and best — context, the entire district staff is part of the community relations team. Community regard, or lack thereof, for the school district may well be tempered by the tone of telephone responses as well as the impact of a full blown campaign on a bond referendum.

Teachers and other staff should be given freedom in their own community relations efforts, including their relations with the news media. In other words, the policy should be that news and information about the district can originate from any source within the district. The exception to this policy would be the news handling of major controversies or crisis situations where it is best for the district to speak with a single voice.

The Feedback Process

The Community Relations program may well end up answering the wrong questions unless it employs a method of gauging those questions or concerns which the district's publics have. For example, school districts typically send out much information on instructional programs, while the most recent Gallop Poll

(1974) shows that discipline is the number one national concern with parents, students, and taxpayers.

Determining citizen concerns can be a simple process in the small district where they may be relatively obvious. This process becomes more complicated as the size of the district increases. There are, however, several methods of gaining feedback which can be used by all districts. These include public meetings, parent survey sheets, conferences, and on up to professionally developed public opinion surveys. One idea successfully used by many districts is the community relations advisory committee made up of a cross section of the community.

Whatever methods of feedback are used, the important end is to identify those issues which are of most concern to the district's various publics, and then direct the community relations program toward supplying information on these concerns.

Continuity

Continuity is one of the important attributes of a well managed community relations program. It takes into consideration the day to day concerns which people have with education, as opposed to those efforts which are limited to reaction in the face of criticism or controversy or crisis. Continuity implies some degree of volume and here again volume is likely to vary with the size and complexity of the district. Still it is clear that district newsletters should not be published "every now and then," that public meetings should not be scheduled only at bond refendum time, that news releases not be sent out only when controversy rages, that press conferences not be scheduled only when momentous news is afoot.

News Media Relations

There is an old axiom in the newspaper business, often attributed to Robert McCormick, founder of the Chicago *Tribune*, that the business of newspapers is to "comfort the afflicted and afflict the comfortable." It is not the purpose of the news media to serve as a transmission line for that which the school district may want to tell the public. Rather it is their purpose to publish or broadcast the news as they see it. Education news may very well be new and different approaches to learning, but it is more likely to be controversy in board/teacher negotiations. The administrator of a district community relations program must accept the fact the district will not always be presented in the most favorable light, that reporting of events may often leave out points important to the administration, or may simply ignore that which is considered by the district to be significant news. The district should ask the news media to clarify, to correct misstatements, or to ask for equal space or time to answer criticism. But they should never engage in futile argument with the news representatives or take the position that the news media are anti-education.

The Final Analysis

A district does not build a favorable image for itself by adopting the techniques of community or public relations. These are, to be sure, important means to be used toward effective communication. But in the final analysis, this image depends not on what is said by the school district, but by what is done. □

Conclusion

THIS PUBLICATION PRESENTS THE position of the Department of Public Instruction regarding the structure and operation of an effective school unit. It draws attention to such items as the purposes of education, the organization and operation of the school district, characteristics, needs, and responsibilities of competent professional and non-professional staff members, educational programs in the various curricular areas, and supportive aids to the educational program.

It is conceivable, of course, that a school district may have most of the separate elements described in this bulletin and yet not have an effective school system. Unless the various elements established by a dedicated school board interested in good education are coordinated by an understanding administrator with a competent staff, proper implementation of the program has little chance for success. Furthermore, for optimum results, there must be adequate financial and moral support from the community.

The primary consideration in evaluating the effectiveness of a school is the influence the instructional program has on individuals enrolled, both on a daily and on a long-range basis. Continuing study of all parts of the program is essential if necessary changes and improvements are to be ensured. The school board and staff of the school have particular responsibilities in this regard. However, the schools belong to the community which has an obligation to assure a program of excellence. In the final analysis, school effectiveness should be determined in light of what the educational program helps students accomplish rather than in terms of what the school possesses.

It is hoped that this publication will serve as a general guide to both individuals and groups interested in studying and appraising the effectiveness of the educational programs in their own schools. Persons interested in obtaining consultant help or printed materials available in any specific curricular or service area can do so by contacting the State Department of Public Instruction. □

APPENDICES

The 13 Standards

CHAPTER 90 OF THE LAWS OF WISCONSIN, 1973, included 13 standards which were developed to provide equal educational opportunities throughout the school districts in Wisconsin. These standards were a product of Governor Lucey's task force appointed to study the financing of public education. A subcommittee of this total task force was appointed by the chairperson, Ruth Doyle, to negotiate differences of opinion relating to the standards as they had been submitted by the Wisconsin Education Association. The standards as modified by this subcommittee were adopted by the task force as a whole and were submitted as part of their total report to the Governor. The Governor included them as part of his budget bill which was passed in August, 1973, for the 1973-75 biennium.

The Department of Public Instruction was directed by the language of this statute to develop criteria for the implementation of the standards and to evaluate their compliance in the school districts. State Superintendent Barbara Thompson wanted diverse contributions to the development of the criteria for the standards. Thus, task forces were appointed to develop criteria for all standards which required a program or service. Task forces were not appointed for those standards which only required compliance with the law. Each task force contained a representative from the Wisconsin Federation of Teachers, the Wisconsin Education Association Council, Wisconsin Association of School District Administrators, Wisconsin Association of School Boards and the Wisconsin Parent-Teacher Association. In addition, the task forces included members of other professions, manufacturing groups, labor organizations, veterans organizations, university and college professors, and high school students. The task force reports which are included in the appendix of this publication are as they were submitted by the task forces. The task forces were not given a format in the development of the criteria; therefore, there is considerable variation in the style of the reports. The reports are the result of much negotiation among the many varying interest groups represented on the task forces. It is recommended that the reports serve as additional guidance for developing programs in the specified area.

After the task force reports were submitted, the legislature passed a law which required all policy statements and statute interpretations of state departments to become administrative rules. Because administrative rules must be concise, it was determined that the task force reports were too comprehensive for that purpose. Therefore, the essence of the task force reports were developed into proposed administrative rules. After the required hearings and some modifications the administrative rules became effective on November 1, 1974. The standards and administrative rules were developed with much flexibility in order to maintain autonomy at the local level. To aid districts in developing programs and services which meet the intent of the standards, a publication entitled "Clarifications of the Administrative Rules Relating to the 13 Standards" is available.

The Standards as Created by Legislation

121.02 School district standards. (1) a school district shall meet the following standards under criteria established by the department in compliance with sub. (2).

(a) Every teacher, supervisor, administrator and professional staff member shall hold a certificate, license or permit to teach issued by the department before entering on duties for such position.

(b) Every teacher shall be paid at least the minimum salary and granted the sick leave specified in s. 121.17 and the district shall comply with ss. 42.39 to 42.43, 118.01, 118.02, 118.07(2) and 120.13(14).

(c) It shall provide a planned, continuous inservice program for the professional staff.

(d) Provision shall be made for remedial reading services for under-achieving students in grades kindergarten through grade 3.

(e) It shall operate a 5-year-old kindergarten program.

(f) It shall operate, or be part of a cooperative, or otherwise make provision for education programs for children with exceptional educational needs as identified in s. 115.76(3).

(g) It shall make available guidance and counseling services.

(h) School shall be held and student shall receive actual instruction for at least 180 days with additional days included as provided in s. 115.01 (10).

(i) Provision shall be made for emergency nursing services.

(j) It shall provide adequate instructional materials, texts and library services which reflect the cultural diversity and pluralistic nature of American society.

(k) It shall make adequate provision for safe and healthful facilities.

(l) Provision shall be made for instruction in elementary and high schools by qualified teachers in health, physical education, art and music.

(m) A school district operating only elementary grades shall levy a tax at a rate of at least 3 mills. A school district operating only grades 9 to 12 shall levy a tax at a rate of at least 3 mills. A school district operating both elementary and high school grades shall levy a tax at a rate of at least 5 mills.

Note: Any ⅓ (5 standards) were to be met during school year 1973-1974 with no additional requirements for school year 1974-1975. *All* standards are to be met by July 1, 1975.

Administrative Rules as Adopted by the Department of Public Instruction

Pursuant to authority vested in the State Superintendent of Public Instruction by Chapter 227, Wisconsin Statutes, and Section 121.02(2), Wisconsin Statutes, as recreated by Chapter 90, Laws of 1973, and as amended by Section 164, Chapter 333 Laws of 1973, she hereby repeals, amends and adopts rules as follows:

That PI 8.01 121.02 SCHOOL DISTRICT STANDARDS is created to read:

(1)

a school district shall meet the following standards under criteria established by the Department of Public Instruction in compliance with s. 121.02(2):

(2) To assure that the children of Wisconsin will have available an educational program meeting statutory standards and pursuant to s. 121.02 of the Wisconsin Statutes, the Department of Public Instruction establishes the following criteria:

(a) Each school district board shall certify annually that every teacher, supervisor, administrator, and other professional staff member has been issued a valid certificate, license or permit by the Department for the position for which he/she is employed before entering on duties for such position and that a copy of the valid certificate, license, or permit is on file in the district.

(b) Each school district board shall certify annually that every teacher is paid at least the minimum salary and granted the sick leave specified in s. 121.17 and that the district complies with ss. 42.39 to 42.43, 118.01, 118.02, 118.07(2), and 120.13(14) of the Wisconsin Statutes.

(c) Each school district board shall establish a procedure by which its teachers, supervisors, administrators, and other professional staff members formulate a long-range inservice plan and operate an annual inservice program for all professional staff members. The plan and program shall be directed toward meeting the cooperatively identified needs of the school district and of individual staff members.

(d) Each school district shall identify and diagnose underachieving students in reading in grades K-3 (kindergarten through third). Such identification and diagnosis shall be directed or performed by Department certificated personnel who have earned at least six semester credits in courses dealing with the measurement of reading skills and achievement and/or the diagnosis of reading difficulties. Children with such identified and diagnosed reading deficiencies shall receive instruction and services directed toward the removal of the deficiencies. Such instruction and services shall be coordinated with all other reading instruction.

(e) Each school district shall operate a kindergarten program in which all five year old children of the district may be enrolled. The teachers shall be certificated by the Department to teach kindergarten. Physical facilities, equipment and materials shall be provided for a program which includes opportunities for learning basic concepts and skills in language arts, fine arts, social studies, science, mathematics, and physical education.

(f) Each school district shall operate or be part of a cooperative or otherwise make provision for education programs for children with exceptional needs as stipulated in Chapter 89, Laws of 1973, pursuant to the administrative rules developed by the Department.

(g) Guidance and counseling services shall be provided for all students. The district shall have on file written evidence that its guidance and counseling program is systematically planned and directed by Department certificated guidance and counseling personnel. Guidance and counseling activities in grades 7-12 shall be performed by Department certificated guidance and counseling personnel. Supervision and direction of guidance and counseling activities in grades K-6 shall be provided by Department certificated guidance and counseling personnel. The program of guidance and counseling shall include providing vocational, educational, and personal-social information; pupil appraisal; placement; referral, research; and follow-up activities.

(h) The hours of a regular full school day for each school in the district shall be established by written school board policy. School shall be held and students shall receive actual instruction for the equivalent of at least 180 such regular full school days. School days on which school is not taught as stipulated in s. 115.01(10)(a) and inservice days shall be in addition to the 180 days of actual instruction as herein required.

(i) Emergency nursing service shall be provided under the direction of a nurse(s) registered in Wisconsin. Arrangements shall be made with a physician to serve as medical advisor for the emergency nursing service. Written policies for emergency nursing services shall be established. These policies shall include procedures for dealing with accidental injury, illness, and medication at all school sponsored activities. An annual review shall be made of the emergency nursing services. Emergency nursing services shall be available during the regular school day including curricular and co-curricular activities of pupils. Equipment and supplies for the emergency nursing services shall be readily accessible.

(j) All students in grades K-6 shall be provided with library/media services performed by or under the supervision of Department certificated library and audiovisual personnel. All students in grades 7-12 shall be provided with library/media services performed by Department certificated library and audiovisual personnel. A Department certificated person in the library/media field shall be designated to provide direction and coordination for the district's library/media program. All students shall be provided access to a current, balanced collection of books, basic reference materials, texts, periodicals, and audiovisual materials, which depicts in an accurate and unbiased way the cultural diversity and pluralistic nature of American society. There shall be on file a written school board approved long-range plan for library services development formulated by students, teachers, library and audiovisual personnel, and administrators. This plan shall point the direction toward programs described in the current *Standards For School Library/Media Programs* published by the Department.

(k) A long-range plan shall be developed, adopted, and recorded by the school board which defines the patterns and schedule for bringing the district operated facilities to the level of the standards established for safe and healthful facilities. The school board shall comply with all regulations, state codes, and orders of the Department of Industry, Labor and Human Relations and the Department of Health and Social Services and all applicable local safety and health codes and regulations. The facilities shall be inspected at least annually for potential or demonstrated hazards to safety and health, and hazardous conditions shall be corrected, compensating devices installed or special arrangement made to provide for safe and healthful facilities. Maintenance procedures and custodial services shall be conducted in such a manner that the safety and health of persons using the facilities are protected. Responsibility for coordinating all activities related to the safety and health considerations of the facilities for the entire district shall be assigned to one individual.

(l) 1. Health instruction shall be provided in accordance with a written comprehensive health education curriculum which includes the curricular areas defined in ss. 115.35 and 118.01(2) of the Wisconsin Statutes. A professional staff member shall be designated as coordinator of health education. Health education in grades K-6 shall be under the supervision of a Department certificated health teacher. In grades 7-12 health education shall be conducted by or under the supervision of a Department certificated health teacher and shall include one structured course in health taught by a Department certificated health teacher.

2. Physical education instruction shall be provided in accordance with a developmental, sequential, comprehensive physical education curriculum and program of instruction for all students. Instruction in grades K-6 shall be daily* and shall be conducted by or under the supervision of a Department certificated physical education teacher. All students in grades 7-12 shall participate in the instructional program of physical education taught by a Department certificated physical education teacher except that in senior high schools which offer programs based on Lifetime Sports one year or the equivalent may be optional. (*Days on which special activities are conducted may be exempt.)

3. Art instruction shall be provided in accordance with a written comprehensive art curriculum which is based upon concepts developed through sensory awareness, aesthetic discrimination and skill development in the creation of art and the knowledge of human art heritage. Art instruction shall be provided for all students in grades K-6 and shall be performed by or under the supervision of a Department certificated art teacher. Art instruction shall be available to all students in grades 7-12 and shall be taught by a Department certificated art teacher.

4. Music instruction shall be provided in accordance with a written comprehensive music curriculum including developmental experiences involving singing, playing instruments, listening, movement, creative expression and music reading. Music instruction shall be provided for all students in grades K-6 and shall be performed by or under the supervision of a Department certificated music teacher. Music instruction including general music, vocal music and instrumental music shall be available to all students in grades 7-12 and shall be taught by a Department certificated music teacher.

(m) A school district operating only grades K-8 or grades 9-12 shall annually certify and levy a tax at a rate of at least three mills. A school district operating grades K-12 shall annually certify and levy a tax at a rate of at least five mills.

TASK FORCE REPORTS

Important Note

The task force reports are included in this publication to serve as guides or suggestions in the development of programs. However, **the information contained in the task force reports is not to be considered as requirements for determining a district's eligibility for aids.** The only criteria for determining a district's eligibility for aids is that which is contained in the preceding statutes and administrative rules.

TASK FORCE REPORT — INSERVICE EDUCATION

BACKGROUND

In the fall of 1973 the In-service Task Force met to consider guidelines for developing school district in-service education programs. The committee members represented a variety of interest groups within the profession. Authority for the committee came from the state superintendent in an effort to clarify and implement State Statute S-448, Chapter 121.02 School District Standards. As a result of the professional training and interests of committee members, a number of diverse points of view were developed. The following report represents workable and realistic standards growing out of the diverse nature of the group.

RATIONALE

The basic point of view represented in the in-service document is that the goal of improved instruction requires commitment from both district and professional staff members. Neither group should separately bear the burden of in-service training, but rather it should be shared by both. In order to accomplish this end, the in-service program must be objective based, cooperatively developed and implemented on individualized, building unit, small group or district-wide programs.

To carry this out, we recommend the establishment of an in-service council which will determine district needs, promote programming, and conduct evaluations of in-service education. The council, however, may find it feasible to delegate much of the actual programming to sub-councils which could take two forms. One of these would be building-based and the other a district-wide or cross-district affinity group. The committee would seek to promote a variety of groupings that would enable efficient and responsive management of in-service programs. School districts are called upon to fund this type of in-service program and the professional staff member must strive to sharpen his or her individual competencies in matters complementary to the overall district program. Therefore, individual professional staff members will be required to make efforts towards professional improvement.

IMPLEMENTATION

After analysis of the needs assessment, the priorities of the district in-service plan will be established. These priorities should serve as a major focus of the district for the year. However, flexibility should be allowed for individual teachers, building units, or affinity groups to have an option on designing their own individual in-service plan. The plan shall be submitted to the appropriate administrator for transmittal to the in-service council. Thus we have established a programming cycle in which needs are assessed objectives are developed, programs follow the objectives and the cycle continues. The variety of in-service programs is limited only by the vision of the planners. Visitation, observations, case studies, extension class work, summer projects, university classes, internships — all are possibilities.

The strengths of this program are twofold in nature: (1) in-service programming is cooperatively developed toward the end that commitment from all groups is achieved, and (2) neither district or teachers are left to renew themselves independent of the other. It is our collective opinion that this plan would put Wisconsin in the forefront in terms of continuing education and professional upgrading in the field of education.

WISCONSIN DEPARTMENT
OF PUBLIC INSTRUCTION

Guidelines for Approval of School District In-Service Education Programs

I. Autority for Approval

Statutes section 448, Chapter 121.02 school district standards

a school district shall meet the following standards under criteria established by the department in compliance with sub. (2):

It shall provide a planned, continuous in-service program for the professional staff.

II. Definitions

A. A planned, continuous in-service program for the professional staff is defined as:

a sequence of experiences, activities and/or studies designed to strengthen the program of the local school district and the competencies of professional staff members.

B. The professional staff consists of:

all full and part-time personnel, excluding substitutes, employed by school districts who as a condition of employment must be certified by the state of Wisconsin.

III. Responsibilities of the school district board:

A. Provide for the establishment of a district in-service council. This council shall have responsibilities as listed in IV below. The council shall submit reports to the Board or its designee as requested.

B. Provide a plan for membership on the in-service council which includes teachers and administrators.

C. Approve or reject the in-service proposals submitted by the in-service council.

D. Make reports for approval of in-service programs as required by the DPI.

E. Maintain in-service records for district and individual programs.

F. Determine the number of continuing education hours (must exceed 30) to be earned by each district professional staff member during each school year.

General orientation activities, housekeeping activities, report card marking sessions, and so forth are not considered as continuing education hours.

NOTE: See section V for definition of Continuing Education hours.

IV. Responsibilities of the In-Service Council:

A. Annually determine imperative district in-service needs.

B. Develop an annual in-service plan that outlines the objectives and proposed programs designed to provide for the local district needs.

C. Approve individual staff members proposals for meeting the in-service requirement, as delineated in section V below. Such proposals should have received preliminary review by the appropriate administrator.

D. Evaluate the effectiveness of the district and individual in-service programs and submit this evaluation to the district board each year.

E. In keeping with objectives established by the in-service council, sub-councils may be established according to the geographic location of school buildings, subject fields or other appropriate interest groups.

F. Determine equivalencies for continuing education hours based upon the following guidelines:

1. One semester credit equals 15 continuing education hours.

2. One clock hour of participation in an approved activity equals one continuing education hour.

V. Responsibilities of Professional Staff Members:
A. Each professional staff member must participate in both type I and II activities each year:

Type I. District needs, school building needs, subject field and/or appropriate interest group needs.

Examples:

1. Human relations component for all staff members
2. Planning for multi-unit organizational plan
3. Curriculum development in English
4. Workshop on career education

Type II. Individual programs

Examples:

1. College or university coursework in appropriate areas
2. Conferences or workshops related to area of specialty
3. Travel related to specialty
4. Others approved by in-service council

B. Each professional staff member shall submit a proposal to the in-service council after a preliminary review with the appropriate administrator.

VI. Available Resources

School districts may contract with outside agencies (CESA agencies, colleges, or universities) to participate in any or all areas which are considered in-service.

(At this point, the report included a proposed form for requesting in-service programs approval from DPI.)

I. District In-Service Council

A. Has a district in-service council been established?

B. State how the in-service council members were selected and length of membership on the council.

C. List the names and positions of council members.

D. List any sub-councils which may have been formed.

E. Are district and individual in-service records current and available for review by the DPI?

F. Has the district contracted with an outside agency to develop or implement the in-service program? If yes, attach copy of contract.

G. Number of continuing education hours required by the district board _______.

II. State the district in-service education philosophy.

III. List the objectives for the district in-service program. These objectives should be specific in nature and indicate how the program intends to improve the district's educational program. Objectives need not be stated for each professional staff member.

IV. How were imperative district in-service needs determined? List needs in priority order. How have teachers been involved?

V. Description of the program. What is it?

VI. What resources are available to the district?

VII. List plans for total program evaluation.

VIII. Total amount of money budgeted by the district to support the in-service program. Attach any negotiated financial agreements which pertain to in-service education.

MINORITY REPORT ON THE USE OF IN-SERVICE RENEWAL UNITS

REFERENCE: Proposal of In-Service Task Force

SUBMITTED BY:
Gene Brotzman on behalf of the WESPA and
Thomas Lenk on behalf of the WASDA

The in-service task force has spent many hours in developing a program for in-service which shows promise of having a true impact on improved education. With the diverse nature of the group, it is not surprising that complete agreement could not be reached on all matters. Such is the case with reference to the matter of a specified number of renewal units as a part of each local in-service program.

It is understood that the idea of renewal units is favorably accepted in some sections of the country. However, with the uniqueness of each district and its ability to stimulate the members of the local staff in many different ways, the renewal unit should be kept as a local option tool and not required by statewide mandate.

The efforts of the in-service committee have resulted in a procedure to stimulate quality in-service programs. The proposal provides for the following:

1) Responsibility for the in-service program of each district has been taken off the shoulders of the superintendent and placed on a committee of teachers and administrators. This was intended to be the vehicle for ensuring total involvement in an in-service program committed to meeting the district's needs that have been assessed by the committee, as well as individual needs.

2) The proposal encourages both individual involvement in in-service, as well as district involvement in in-service.

3) The proposal strengthens the local district's in-service programs in that it requires an assessment of needs, in-service proposals to meet those needs, and evaluation which indicates that they have met those needs.

4) On the second to the last page of our final working draft, you will notice that Roman numerals II through VIII clearly indicate what a district is doing for in-service. If in seeking to ensure quality in-service programs, the DPI takes these questions seriously, and they are not answered to the satisfaction of the DPI, they should be returned to the local school districts for clarification or revisions, and then be resubmitted to the DPI.

On the other hand, it is believed by this dissenting minority that the requirement that each teacher in each district should be required to complete thirty renewal units per year is not appropriate to this program and the state in-service requirements for the following reasons:

1) The figure of thirty hours is an arbitrarily and capriciously chosen figure. Its selection is not based on any research data on in-service.

2) If evaluation by a local in-service council, the school administration, and the local school board will not assure a good in-service program, then establishing a certain number of minimum hours will certainly not assure it.

3) Local districts have been required to establish programs in a number of areas; however (almost) none of these require a certain number of minutes of U.S. History or Conservation or the like. If districts have authority in all of these areas, why should such local autonomy be eliminated in in-service programs.

4) None of the other means of judging the in-service program are quantitative and easily measurable; therefore, in evaluation by DPI, this criteria will probably assume a disproportionate degree of importance.

5) Setting a specific minimum number will tend to make that a maximum number in many school districts and with many teacher unions.

6) Time spent in various in-service activities, such as a night class, workshop, attending a conference, is not necessarily of equal value.

7) The selection of a specific figure of hours required presumes that all districts have in-service needs which are basically identical. This assumption is obviously without basis in fact.

8) The entire concept of this proposal is that it is to be highly individualized and tailored to individual district and teacher needs. This premise is negated by establishing a single quantitative requirement as a criterion of quality.

9) School districts, school boards, school superintendents and other administrators, as well as the school staff, could well feel that this requirement from the state level infringes, imposes and interferes with the unique needs of staff and individual school districts.

In light of the above consideration, the concept of a minimum number of units as a criterion of in-service program quality cannot be endorsed by the individuals and association represented in this report. It is conceivable that the thought and effort which should be given to improving instruction through positive in-service program would instead be channeled to the counting of units and equating them with hours, the filling out of forms, and in general trying to meet, or beat, the unit requirements, with the child being far from the center of the thrust. This we cannot support.

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of School District
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Wisconsin Elementary
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December 20, 1973

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TASK FORCE REPORT—REMEDIAL READING (KINDERGARTEN – GRADE 3)

The purpose of the following criteria is to establish a positive approach to the improvement of reading instruction which hopefully might motivate satisfaction and pleasure in reading. Cooperative efforts on the part of all ought to attempt to prevent reading failure. Elimination of all failure may be unrealistic, but early diagnosis, evaluation, and necessary re-enforcement of readiness and beginning reading experiences may result in a developmental reading program which would be effective for a larger number of children, including those whose life circumstances do not provide a significant involvement with printed words.

Reading is a language process which is interrelated with other language processes — those of listening, speaking, and writing. The uniqueness of individual human beings in their physical, psychological, social, and emotional development contributes to the complexity of the reading act. Therefore, literacy develops from a learning environment which respects and recognizes the individual differences among human beings and provides a climate which takes into account individual needs, capabilities, and interests of the learners.

The broad-based criteria offer flexibility and are designed so local school districts can establish and/or modify existing programs which are aimed to promote more success with reading.

Remedial Reading Task Force (Kindergarten-Grade 3) Criteria

Every school district shall give evidence of the following:

I. **Systematic efforts to strengthen the regular classroom reading program.**

Illustrations of the kinds of evidence that would be acceptable to meet this criterion are the following:

A. Resource teachers with released time to assist classroom teachers in the conduct of their classroom reading programs.

B. Regular inservice programs in reading.

C. School time allotted for professional study and discussion in the area of reading.

D. Systematic attempts to evaluate the effects of classroom instruction on students' skills, attitudes, and reading habits.

II. **Diagnostic services by a person with** special training **in the diagnosis and treatment of reading disabilities for students referred by classroom teachers.**

Illustrations of the kinds of evidence that would be acceptable to meet this criterion are the following:

A. Released time for any regular teacher who has had university or inservice training in the diagnosis and treatment of reading disabilities.

B. Access to a reading consultant from a university, CESA agency, or other qualified institution or organization.

C. Access to a certified reading teacher or reading specialist employed by the school district.

III. **Systematic efforts to coordinate remedial instruction with regular classroom instruction in reading.**

Illustrations of the kinds of evidence that would be acceptable to meet this criterion are the following:

A. Specified time for communication between classroom teachers and resource people (e.g., diagnosticians, therapists, remedial teachers).

B. Standing committees comprised of classroom teachers and special resource personnel in reading.

C. Inservice or staff meetings devoted to coordinating remedial and classroom instruction in reading.

D. Utilization of classroom setting and learning centers for the teaching of reading.

IV. **Systematic efforts to gain parental cooperation in the reading instruction provided for their children.**

Illustrations of the kinds of evidence that would be acceptable to meet this criterion are the following:

A. Parents working as volunteers in reading programs.

B. Publication of special reports or newsletters regarding reading.

C. Special emphasis on reading instruction at PTA meetings.

D. Parent involvement on curriculum committees in reading.

E. Provision of lists of books to be read to children at home.

F. Provision of lists of literature for the young recommended for recreational reading.

G. Coordination of school and public library resources in reading.

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TASK FORCE REPORT — KINDERGARTEN STANDARDS

Following are the standards for five-year-old kindergartens. Kindergarten program which do not meet the stated criteria must be able to demonstrate in writing to the Department of Public Instruction how the deviations are equal to or improve upon the quality of the program, according to the needs of the individual district.

A. Statement of Philosophy

The objective of kindergarten education is to provide cooperative experiences in happy, healthy living, playing and learning through which each child can find success at his own level of development. The kindergraten is an integral part of the elementary school program and as such will:

- reflect a continuous program directly related to the child's past experience, his present needs, and his future learning;
- be developmental, sequential, and individualized according to the child's initial screening, and rate and style of learning;
- insure the development of a positive self-image through satisfying inter-personal relationships between adults and children, and between children themselves;
- involve parents in the selection, implementation, and evaluation of kindergarten programs;
- be guided by teachers who have a genuine concern for children, the ability to understand and respect the individuality and needs of each child, and the skill to help children utilize the realities of their lives;
- provide a warm and friendly classroom atmosphere and a stimulating, responsive environment in which adults and children interact with materials and each other in a positive, productive fashion.

B. Program

The kindergarten program will have the goals and objectives based on the child's physical, psychological, social and educational needs. Good programming will:

- provide an opportunity for learning basic concepts and skills related to and including the fine arts, social studies, sciences, mathematics and language arts through perceptual-motor and language development activities as described in the guide, *Kindergarten: Experiences in Living and Learning*, 1971, published by the Department of Public Instruction;
- have a pupil-teacher ratio that permits extensive interaction between the teacher and the children and provides opportunities for the teacher to give individual attention to each child (a self-contained classroom should not have more than 20-25 children);
- be a planned program for at least two and one-half to three hours each day;
- have flexible scheduling which allows large blocks of time for the child's individual exploration, experimentation, and self-selection of activities;
- include a wide variety of individual, small group, and total group experiences in keeping with program objectives;
- involve a variety of school and community resources and personnel;
- include observation of children and the development and maintenance of records of the child's individual progress

C. Staff

1. Kindergarten teachers

Teachers who are able to foster the physical, psychological, social and educational development of each child are critical to the implementation of effective kindergarten programs. Teachers must:

- — meet the minimum requirements for certification in early childhood education as prescribed by the Department of Public Instruction in PI 3.03 (1);
- — have and maintain good physical and mental health;
- — be knowledgeable about current trends and programs in early childhood education through fostering personal and professional growth and development by participating in workshops, inservice, conferences, or other educational and avocational experiences.

2. Ancillary Staff

Aides, interns, student teachers, parents, and other paid or volunteer personnel provide for greater opportunities to individualize within the kindergarten program and meet the needs of the children. Ancillary staff must:

- — work under the direction of a certified teacher and not be utilized for the purpose of increasing the teacher-child ratio;
- — have and maintain good physical and mental health.

D. Facilities

The physical facilities of the school provide indoor and outdoor space that is attractive and safe and fulfills the health and physical needs of the young child. The kindergarten area will have:

- — adequate space for the activities and program recommended in the kindergarten guide published by the Department of Public Instruction;
- — natural light that allows outdoor visibility at an appropriate height for children;
- — provisions for being darkened to accommodate audio-visual instruction;
- — access to the outdoors and an outdoor play area/learning center;
- — access to sink and running water, preferably in the room and at a suitable height for children;
- — reasonable access to bathroom facilities with child-sized fixtures;
- — adequate storage for classroom materials accessible to children and teachers.

E. Equipment and Materials

There should be adequate supply of safe, well-constructed equipment and ample instructional materi for indoor and outdoor use, geared to the developmental levels and needs of young children. Equipment and materials will:

- — provide for large and small muscle development;
- — stimulate cognitive responses;
- — promote perceptual-motor development;
- — foster social interaction;
- — allow for all forms of creative expression;
- — be available on open shelves in clearly defined areas to encourage children to select materials which support their efforts to master each learning task.

The following chart gives some examples of play and learning experiences and expected outcomes. Examples of corresponding materials and equipment are found in the curricular guide published by the Department of Public Instruction, *Kindergarten: Experiences in Living and Learning*, 1971.

	LARGE AND SMALL MUSCLE COORDINATION	QUANTITATIVE THINKING	CONCEPTUALIZING SYMBOLS	AESTHETIC APPRECIATION	LANGUAGE DEVELOPMENT	SOCIAL AND EMOTIONAL DEVELOPMENT
BLOCK BUILDING	pulling grasping climbing balancing carrying pushing	counting comparing weighing matching	recognizing labeling	form and balance architectural design	discussing conversing role playing	cooperating in play expressing self releasing tension controlling self making choices

Materials for Block Play and Building Accessories, page 47.

ARTS MEDIA	cutting grasping pasting drawing modeling painting	measuring counting comparing estimating	labeling representing describing	design sculpture form decoration expression interpretation	story telling describing explaining questioning discussing imagining	sharing expressing self controlling media evaluating self appreciating others' work making choices

Materials for Creative Expression, page 46.

	LARGE AND SMALL MUSCLE COORDINATION	QUANTITATIVE THINKING	CONCEPTUALIZING SYMBOLS	AESTHETIC APPRECIATION	LANGUAGE DEVELOPMENT	SOCIAL AND EMOTIONAL DEVELOPMENT
MUSIC AND RHYTHMS	moving singing responding feeling sensing	comparing manipulating sensing patterns	creating recognizing musical notes and patterns	melody rhythms music self	conversing listening recalling expressing self	controlling self releasing tension expressing feeling and emotions conceptualizing self

Materials for Music, page 49.

DRAMATIC PLAY	moving manipulating imitating guesturing	counting measuring one-to-one correspondence grouping	labeling recognizing writing creating perceiving interpreting	decorations pictures music feelings movement imagination creative expression roles	questioning discussing listening comprehending role playing conversing	role playing developing self-expression and self-concept releasing tensions expressing feelings and emotions accepting ones self

Materials for Dramatic Play, page 47.

LANGUAGE ARTS	talking posturing manipulating moving left-right coordinating eye-hand	assembling classifying selecting and organizing ideas seeing relationships sequencing events following directions	recognizing recalling interpreting integrating perceiving	beauty of language books plots	enlarging vocabulary recalling retelling enunciating comprehending describing conversing	developing independence expressing feelings and emotions expressing self identifying choosing

Materials for Library and Reading, page 48.

MATH	manipulating materials	ordering counting measuring grouping seriating estimating	enumerating labeling recalling integrating translating	order design	counting understanding and using termonology	developing orderliness and self-esteem

Materials for Math, page 48.

SCIENCE	manipulating pushing stirring pulling grasping carrying molding pouring spilling	measuring grouping comparing size, shape & mass corresponding matching	labeling recording graphing recognizing enumerating	speculating forming tasting smelling wondering feeling inferring deducing	conversing describing explaining questioning	interacting sharing appreciating environment

Materials for Science, page 49.

	LARGE AND SMALL MUSCLE COORDINATION	QUANTITATIVE THINKING	CONCEPTUALIZING SYMBOLS	AESTHETIC APPRECIATION	LANGUAGE DEVELOPMENT	SOCIAL AND EMOTIONAL DEVELOPMENT
SANDPLAY AND WATERPLAY	molding sifting scooping pouring drawing filling splashing manipulating washing	measuring corresponding counting	lettering representing enumerating	sculpturing designing responding moving	discussing releasing tension expressing self	choosing

Materials for these and other Motor Activities, page 48.

WOOD-WORKING	sawing drilling holding hammering fitting	measuring counting comparing	printing labeling measuring	designing decorating	discussing	expressing self releasing tension choosing

Materials for Construction, page 49.

Audio-visual materials found on page 47 provide opportunity for various activities that enlarge the child's experience in all areas of the curriculum.

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121.02 SCHOOL DISTRICT STANDARDS. (1) a school district shall meet the following standards under criteria established by the department in compliance with sub. (2).

(g) It shall make available guidance and counseling services.

Philosophy

School guidance and counseling programs help all pupils to answer the questions, "Who am I?" "Who can I become as a person?" and "How can I best contribute to society?" In their design and operation, guidance and counseling services exist to improve the learning climate by involving pupils, staff, parents, and others who influence the learning and development of pupils.

The unique contributions of school counselors are that they help all pupils develop more adequate and realistic concepts of themselves through individual and group contacts over a period of time. They help pupils become aware of educational and vocational opportunities. They help pupils to integrate their knowledge of self and opportunities in making informed decisions.

Goals

A guidance and counseling program provides direct service to pupils, staff and community in order to facilitate achievement of the following goals:

1. Assist pupils in developing a better understanding and acceptance of themselves; their strengths and limitations, aptitudes, needs, values, interests, and worth as unique individuals.
2. Assist pupils in developing interpersonal relationships on the basis of mutual respect.
3. Assist pupils in developing problem-solving and decision-making skills.
4. Assist pupils in accepting increased responsibility for their educational and vocational development.

Standards

These standards are set forth in a manner which allows local school districts to design and implement guidance and counseling programs consistent with their unique needs.

Program:

A. 1. There is a written statement of objectives developed through counselor involvement specifying the overall guidance and counseling program as it relates to the school and community.
   2. The basic program of guidance and counseling involves consulting and coordinating services. Orientation, information, pupil apraisal, placement, referral, research and follow-up activities are included in the program.
   3. There is evidence that annually all pupils throughout grades K-12 have the opportunity to participate in the guidance and counseling program.
   4. There is evidence that the guidance and counseling program is systematically planned, implemented and evaluated.

B. One of the following is also required:
   1. The guidance and counseling program is continued on an extended basis during periods when school is not in session.
   2. The guidance and counseling program is community oriented, serving not only pupils enrolled but also dropouts, graduates and other community citizens.
   3. Counselor taught or initiated mini-courses in decision-making, value clarification, study skills, and/or similar units are offered.
   4. The program serves three to five-year-old children and their parents.
   5. The guidance and counseling program provides an innovative service which is approved by the Department of Public Instruction.

Staff:

Professional associations have given considerable thought and attention to the value of specified counselor-pupil ratios which are necesssary to achieve the basic objectives of guidance and counseling programs. Many Wisconsin school districts have achieved these ratios. The absence of specified ratios in these standards should not be interpreted to mean that ratios cannot still serve as useful guides nor that they should not be maintained.

1. The guidance and counseling staff is qualified and appropriately certificated according to Department of Public Instruction standards.
2. The guidance and counseling staff is responsible for the services prescribed by the program.
3. Professional, secretarial, and/or paraprofessional staff are adequate in numbers to meet the objectives of the program.
4. Provision is made for staff to attend and/or participate in professional meetings and activities.

Facilities:

1. Each school counselor is provided with pleasant, private quarters conducive to conferences of a confidential nature.
2. Each counselor's quarters is located in an area readily accessible to pupils and others.
3. Each counselor's quarters is equipped with adequate telephone service.
4. A conveniently located area adequate for group guidance and counseling activities is available.

5. Adequate provision is made for the storage or display of all records and materials used by the counselor(s) in carrying out the guidance and counseling program.

Materials and Equipment:

1. There is adequate budget for purchasing, maintaining and developing the materials and equipment necessary to achieve the objectives of the guidance and counseling program.

January 4, 1974

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TASK FORCE REPORT — EMERGENCY NURSING SERVICES

I. Section 121.02 of the Wisconsin Statutes provides "

a school district shall meet the following (13) standards under criteria established by the department."

(i) *Provision shall be made for emergency nursing services.*

II. Five standards were to be met during the school year 1973-74 with no additional requirements for the school year 1974-75. All standards are to be met by July 1, 1975.

The administrative rule applying to emergency nursing services which is effective November 1, 1974, is as follows:

PI 8.01(2)

(i) Emergency nursing service shall be provided under the direction of a nurse(s) registered in Wisconsin. Arrangements shall be made with a physician to serve as medical advisor for the emergency nursing service. Written policies for emergency nursing services shall be established. These policies shall include procedures for dealing with accidental injury, illness, and medication at all school sponsored activities. An annual review shall be made of the emergency nursing services. Emergency nursing services shall be available during the regular school day including curricular and cocurricular activities of pupils. Equipment and supplies for the emergency nursing services shall be readily accessible.

III. Background for the administrative rule quoted above was the report of the Emergency Nursing Task Force. This report with some minor revisions will be included in a Department publication entitled *Toward Excellence in Education.* It will serve as a guide for school districts as they develop programs which go beyond the very minimal requirements of the standards. The Task Force Report stated:

A. The objective of emergency nursing services is the maintenance of the physical, mental and emotional health of pupils while they are at school or are participating in school activities.

B. Definitions

1. *Emergencies* are those conditions which require prompt invtervening action to maintain physical, mental and emotional health of pupils.
2. *Emergency nursing service* means nursing assessment and may include intervening action by the registered nurse, or designated others under her direction, of conditions which require prompt or immediate action.

C. Program components

1. *Nursing service shall be provided* by a nurse(s) currently registered in Wisconsin, who is knowledgeable and skilled in emergency nursing care. One or a combination of the following may be utilized in serve each attendance center.

   a) school board may employ a nurse(s)
   b) school board may make a written agreement with a public health agency for services at no cost to the district
   c) school board may contract for services from public health agency, medical clinic, hospital emergency room or other agency or organization providing qualified nursing service.

2. *Medical direction* shall be provided for the emergency nursing service through one of the following:

   a) a designated local physician
   b) a designated representative of the county or area medical society
   c) medical clinic with physicians on call

3. *Written policies* developed with the help of the nurse(s) and medical advisor and approved by the school board shall include: (1)

   a) procedures to be followed in case of accidental injury and illness
   b) designation of responsible individuals to assist with the emergency nursing service program
   c) procedure for handling of medication
   d) plan for parental approval for emergency medical care
   e) record system including accident investigation reports and log of services performed

4. *Equipment and supplies* adequate for the emergency nursing service shall be in a readily accessible, designated area, perferably a health services room in each attendance center; with first aid kits in laboratory areas.

   a) a private telephone, readily accessible, preferably in the health services room
   b) it is recommended that the health services room be located near the administrative offices or with other pupil services

5. Emergency nursing shall be available during the school day, including curricular and co-curricular activities of pupils.

6. An inservice program of first aid training shall be provided for designated district personnel.

7. Provision shall be made for liability insurance coverage of the individuals who provide emergency nursing service.

D. Evaluation

1. An annual review shall be made of the emergency nursing services by the school board using the following:
   a) district administrator's certification that the program components in C-1 through 6 are provided
   b) the statistical report and recommendations of nurse or nursing agency and the medical advisor
   c) recommendation(s) from a group such as one of the following which includes parents, teachers and students
      (1) advisory council
      (2) an ad hoc committee appointed by the school board
      (3) a school health council
      (4) a service organization

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(1) Suggested guide: *Emergency Care Procedures for Wisconsin Schools* (Wisconsin Division of Health, D.H.S.S., P.O. Box 309, Madison, Wisconsin 53701).

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—TASK FORCE REPORT – SCHOOL LIBRARY MINORITY REPORT ON LIBRARY SERVICES—

Submitted January 4, 1974

I. RATIONALE for Instructional Materials, Texts, and Library Services

In the education of all youth, from the slowest learner in kindergarten to the most intelligent senior in high school, an abundance of printed and audiovisual materials is essential. These resources are the basic tools needed for the purposes of effective teaching and learning. That the achievement of the objectives of a good school program requires the resources and services of a school library has been recognized and demonstrated for many years by school board members, administrators, teachers, parents, and other people in communities having such schools. These individuals, too, have long realized that the school library program contributes something more to the over-all education of youth than materials and services geared to curricular needs. The scope of knowledge has become too vast to be covered extensively within the boundaries of classroom instruction, superior though that instruction may be. Through the school library, these boundaries can be extended immeasurably in all areas of knowledge and in all forms of creative expression, and the means provided to meet and to stimulate the many interests, appreciations, and curiosities of youth.

The school library is becoming an instructional materials center. The program includes responsibilities for evaluation, selection, organization, administration and utilization of the full range of print and audiovisual materials and necessary equipment. Effective use of a wide variety of instructional materials in the learning process requires the supervision of qualified people to implement the program. Professional staff of a library implements the program of library services and assures the effective utilization of instructional materials through the following activities:

Serving as instructional resource consultants and materials specialists to teachers and students.

Selecting materials for the library and its program.

Making all materials easily accessible to students and teachers.

Assisting teachers and students in producing materials which supplement those available through other channels.

Working with teachers in curriculum planning.

Working with teachers to design instructional experiences.

Teaching the effective use of instructional materials and equipment.

Providing instruction in the use of the library and its resources correlated with the curriculum.

Assisting children and young people to develop competency in listening, viewing, and reading skills.

Helping students to develop good study habits, to acquire independence in learning, and to gain skill in the techniques of inquiry and critical evaluation.

Guiding students to develop desirable reading, viewing, and listening patterns, attitudes, and appreciations.

Providing teachers with pertinent information regarding students' progress, problems, and achievements, as observed in the library.

Acting as resource persons in the classrooms when requested by the teachers.

Serving on teaching teams. The activities of the media specialist include acting as a resource consultant for teachers, designing materials, and working directly with the students in their selection and evaluation of materials and in their research and other learning activities.

Making available to the faculty, through the resources of the professional collection, information about recent developments in curricular subject areas and in the general field of education.

Supplying information to teachers on available inservice workshops and courses, professional meetings, and educational resources of the community.

In order to develop a coordinated K-12 program, it is necessary to have qualified leadership to provide this direction. It is also necessary to have sufficient qualified staff available to provide services to students and teachers at the building level. In order to develop adequate collections of print and audiovisual materials and needed equipment, continuous programs of planning and budgeting for program development at the building and district level are necessary. For maximum efficiency and accountability, all materials in the district should be organized and cataloged so that students and teachers in the entire district can make use of all of its resources.

II. Definitions

Instructional Materials: School library books, periodicals and newspapers, audiovisual materials, as spelled out in categories 1182, 1183, and 1184 of the *Uniform Financial Accounting Handbook for Wisconsin School Districts*, 1972 edition.

Texts: Books and other materials obtained primarily for use in certain classes, grades or other particular student groups, rather than for general school use.

Library services:

Instructional activities, both formal and informal, for students and teachers in the use of instructional materials and related equipment.

Consultation with teachers and students to assist them in solving instructional and learning problems.

Assistance in the evaluation and selection of all texts, and coordination of the evaluation and selection of all instructional material and related equipment.

Supervision of local production of instructional materials.

Administration of the organization, maintenance and distribution of the instructional materials collection and related equipment.

Involvement in curriculum development, facilities planning and budget preparation as they relate to texts, instructional materials and related equipment.

Coordination of liaison services and information exchange with other agencies that are involved in library services, texts, and instructional materials and related equipment.

III. Statement of Criteria

In order that creative teachers may develop appropriate learning experiences for all children of Wisconsin schools, and that students have access to instructional materials and library services, districts should meet the following Criteria:

STAFFING

All library services, as defined above, in a school district should be performed by or under the direct supervision of a certified school librarian. Although the long-range goal for staffing should be greater, each school district should meet the following minimum staffing requirements within the three year period as specified by the State Legislature in 121.02 of the statutes.

The school district:

1. provides all students, K-12, with a program of library services by certified library personnel on an equalized basis.
2. provides professional staff consisting of a minimum of one full-time certified school librarian for each 750 students in the school district.
3. has designated a person qualified in the library media field to provide leadership in

developing the K-12 instructional materials and library services program.

MATERIALS AND SERVICES

The school district:

4. provides students access to a well-balanced collection of books, basic reference materials, periodicals, and audiovisual materials appropriate to the objectives of the school and the needs of students and teachers.

5. has a written school board approved long-range plan for library services development formulated by administrator, teachers, library personnel and students which points the direction toward programs spelled out in *Standards for School Library/Media Programs*, 1972-75.

6. has a written school board approved instructional materials selection policy which calls for a balance in content and formats of material purchased, involvement of library personnel and teachers in the selection process, and provides an orderly process for handling citizen concerns.

7. has a written school board approved policy and procedure for the selection of texts which calls for the involvement of teachers and library personnel in the process.

8. has a written kindergarten through grade twelve (K-12) library skills curriculum implemented in all schools, based on Department of Public Instruction guidelines.

9. provides instructional materials and texts which depict in an accurate and unbiased way the cultural diversity and pluralistic nature of the American society.

10. adopts texts for not more than five years and re-evaluates them every five years.

11. has an annual or continuous inventory of all texts materials available at the building and district level.

12. has all print and audiovisual materials and equipment cataloged and inventoried under the direction of a certified school librarian according to a recognized classification system uniformly for the entire school district, using the Department of Public Instruction guidelines.

13. budgets and expends at least 1% of the per pupil operational cost, exclusive of debt retirement, for the purchase of instructional materials, exclusive of texts. (Includes categories 1182, 1183, and 1184 from the *Uniform Financial Accounting Hand-Book for Wisconsin School Districts*, 1972 edition.)

14. budgets and expends a minimum of one fourth (¼) of one percent (1%) of the per pupil operational cost, exclusive of debt retirement, for the purchase, rental or lease, and replacement of audiovisual equipment, to include radio, television, and/or computers for instructional purposes.

15. has a district-wide inservice program for the school staff in the proper use of library services and instructional materials.

16. provides the services of a professional library to the school staff.

MINORITY REPORT ON LIBRARY SERVICES

REFERENCE:
Proposal of Library Services Task Force
SUBMITTED BY:
Gordon L. Sardeson on behalf of the WASDA

The Library Services Task Force has spent many hours in developing a program for Library Services which shows a true impact on improved education. With the diverse nature of the group, it is not surprising that complete agreement could not be reached on all matters. Such is the case with reference to the matter of a certain expenditure for instructional materials exclusive of texts and the expenditure for the purchase, rental or lease, and replacement of audiovisual equipment, to include radio, television, and/or computers for instructional purposes.

The amount to be spent in each district should be up to the local districits. They should be able to ascertain what is an adequate amount to be spent to provide adequate per pupil expenditure for the purchase of instructional materials. Also, each district should know what amount of expenditure is necessary to provide an adequate amount for the purchase, rental or lease, and replacement of audiovisual equipment.

Every school district has an instructional program and should be allowed to determine what is needed to carry out the goals of that program. To say that each district must spend at least so much for this purpose has no actual relation to the schools total instructional program.

Staffing Ratio

To say that a school district must have a certified school librarian for each 1,000 or 750 students in the school district is not adequate. It does not guarantee a thing. Who is to say that this is the best for each district? I believe that the statement which I have included which reads as follows: *"Each school district shall provide adequate certified staff related to all areas of Library and Media Services. The staff and service provided shall be equally available to all students,"* would best serve the purpose. A certified librarian for each 1,000 or 750 pupils does not guarantee that each school district will have adequate services for the pupils.

This Minority Report is filed by me on behalf of the WASDA whom I represent on the Task Force. Time has been spent with my colleagues going over the proposed report. The ideas expressed are those reached by the majority of the Committee of the WASDA which studied them.

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TASK FORCE REPORT — SAFE AND HEALTHFUL FACILITIES

Task Force: . . . make adequate provision for safe and healthful facilities

State Statute — Section 448 — 121.07, item:
(K) It (the district) shall make adequate provision for safe and healthful facilities.

This standard is designed to insure that all of the children of the state have safe and healthful facilities in which to learn. It is further intended to point the way so that at some future date the following conditions will also be realized.

1. All facilities will be remodeled, on a twenty-year cycle from the original date of construction, to meet current codes.
2. Facilities will provide for the most effective execution of each program of the school.
3. Appropriate facilities for each type of program will be accessible to students regardless of personal handicapping conditions.

The term facilities as used in this context includes sites, structures, outdoor instructional and recreational areas, and any other areas regularly used in the execution of the educational program of the district.

1. A long range plan has been developed, adopted and recorded by the school board with defines the patterns and schedule for bringing all facilities to the level of the standards established for safe and healthful facilities. This might include the razing of obsolete facilities, the abandonment of undersirable sites and acquisition of new sites, the improvement of existing facilities, and the construction of new facilities.
2. All regulations, state codes, and orders of the Department of Industry, Labor and Human Relations and the Department of Health and Social Services have been complied with or orders will be complied with by the date specified on the order.
3. All applicable local safety and health codes and regulations have been complied with and appropriate local officials have either participated in periodic inspections or have had reports submitted to them as stipulated in each code or regulation.
4. All facilities are analyzed regularly as to potential or demonstrated hazards to safety and health (e.g. traffic problems, storage of flammable materials, accident record analyses, overcrowding or inappropriate use) and all facility-related causes have been corrected, compensating devices have been installed or special arrangements have been made to protect students from conditions which are critical to their safety and health on or in the vicinity of the districts' facilities.
5. Maintenance procedures and custodial services are conducted in such a manner that the safety and health of the users of the facilities are protected and

so that surroundings are conducive to learning and to the development of desirable habits and standards of living.

6. Responsibility for coordinating all activities related to the safety and health considerations of school facilities for the entire district has been assigned to one individual so that all matters pertaining to planning, inspections, drills, follow-through on corrective measures and any other related activities, are recorded and integrated.

Coordinator's name and title:

Name ____________________

Address ____________________

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TASK FORCE REPORT—HEALTH EDUCATION

January 2, 1974

Barbara Thompson, Ph.D.
State Superintendent of Public Instruction
126 Langdon Street
Madison, Wisconsin 53702

Dear Dr. Thompson:

Your Task Force on Establishing Criteria for Health Education has completed its assignment. A total of six full-day meetings were conducted, at which we developed the attached criteria.

The Task Force reviewed the need for comprehensive school health education, which has been recognized by a wide range of professional groups for a long time. To cite some examples, the summary report of the National School Health Education Study of 1961-1963, states that,

It becomes increasingly evident that the possession of certain basic knowledge about health is essential if each individual is to take prompt advantage of the advances of medical science, protect himself against the hazards of medical quackery, and achieve for *himself, his family, and his community*, an optimal level of health. Fundamental to the acquisition of such knowledge is a sound program of health instruction in the nation's schools, since it is during childhood and adolescence that the process of acquiring correct health information and the development of proper health attitudes and practices must begin.

In 1968, the Joint Committee of the National School Boards Association and the American Association of School Administrators stated that,

> . . . The Committee is unanimous in its firm belief that the only effective way in which the school can fulfill its responsibility for meeting the health

> needs of youth is through *comprehensive health education* in grades K-12.
>
> . . . Such a comprehensive approach . . . avoids "band wagon" approaches, crash programs, and piecemeal efforts focused on one or a few topics that happen to be enjoying popularity or extensive press coverage at a particular time — an approach which on the basis of past experience has proved to be largely ineffective.

In Wisconsin the report of the Governor's Health Planning and Policy Task Force, of November 1972, points out,

> It is clear that poor, incomplete health education of the public has meant that many individuals have paid a terrible price for their lack of sound information. Education is at the heart of preventive care, yet curiously, health education has not enjoyed any priority in public expenditures.

The Governor's Task Force, has on three different occasions in its report, recommended that "legislation be enacted to make the 'Critical Health Problems Curriculum' (State Statute 115.35) mandatory" for Wisconsin schools.

Finally, as recently as 1973, throughout the *Report of the President's Committee on Health Education,* the critical need for comprehensive school health education is reinforced. The citing of but two examples serves to illustrate what a low priority is often assigned health education programs when their incorporation into school curricula could serve to prevent many health problems. The report states that,

> School health education in most primary and secondary schools is either not provided at all or is tacked onto other subject matter, such as physical education or biology, assigned to teachers whose main interests and qualification lie elsewhere.
>
> On the state level health departments spend less than half of one percent of their budgets for health education.

These examples reinforce the need for quality school health education in Wisconsin. Our Task Force has recognized this need, and has developed the attached document as minimal criteria to implement the health instruction standard of Statute 121.02.

I should also add that in developing the criteria for the health instruction standard, the Task Force reviewed health education standards which have been developed for the states of Minnesota, Illinois, Florida and Arizona.

Concerning funding for health education, the Task Force respectfully requests the State Superintendent to promote legislation that would provide state support for salaries of certified health education coordinators and health instructors consistent with support provided for speech therapists, schools psychologists, social workers and special education teachers. We believe that school health education programs should be aimed at *prevention* of individual physical and emotional health problems and to this end all school districts must be able to provide qualified coordinators and teachers. State sharing of salaries of health education instructors and coordinators would help to insure achievement of this goal.

Finally, the Task Force is pleased to report unanimous agreement on all criteria items contained within this document. While the criteria are minimal expectations, we feel, that if met, they can provide adequate health instruction to meet the needs of children.

Sincerely,

Chet Bradley
Consultant -- Health Education
Chairperson — Task Force on Developing
Standards for Health Education

HEALTH EDUCATION TASK FORCE CRITERIA

completed as of December 13, 1973

Wisconsin Statute — 121.02 School
District Stardards — item (L)

(L) HEALTH INSTRUCTION

The goal of the health instruction standard is to assure that K-12 *comprehensive health education* is provided in all Wisconsin schools and is designed to provide opportunity for experiences that influence positively the health understandings, attitudes and practices of the individual in everyday living.

Health Education Plan

Each school district shall develop a K-12 comprehensive health education curriculum and program of instruction. This program shall be implemented by the 1975-76 school year. (Districts should consult the DPI Comprehensive Health Education Guidelines, *Suggestions for Developing Health Education Programs in Wisconsin Schools,* for assistance in developing their programs).

Each district shall develop a written plan for implementation, which shall include, but not be limited to the following:

I. Objectives

A concise statement of health education program goals and objectives should be developed for each grade level where health education is taught.

II. Program

The instructional program should include the curricular areas defined in State Statutes 115.35 and 118.01(2), with additional areas developed to meet local pupil and community needs.

The curriculum shall be a planned developmental and sequential program, K-12. The elementary program shall include planned units of health instruction at each grade level. The secondary program shall include instruction in required health courses for at least two semesters.

It is recommended that a comprehensive health education program should:

A. be aimed at prevention of individual physical, emotional, and social health problems;

B. be one that provides a healthful school environment, which reinforces what is being taught in the classroom;

C. include instruction in the major areas of physical health, social health, mental health, environmental and community health, and education for survival;

D. be developed through cooperative planning by educators, students, parents, and other advisory committee members;

E. be designed to promote and develop positive attitudes and practices toward the solution of public health problems;

F. be based upon current and scientifically accurate health information;

G. bridge the gap between health information and health practices;

H. be coordinated on a multi-disciplinary basis with related subject areas;

I. focus on the positive aspects of optimal health, and not be totally centered on the study of health problems; and.

J. facilitate the exploration and use of innovative and creative instructional methods, which actively involve students in the achievement of established objectives.

III. Staff

Coordinator

1. A qualified staff person shall be designated as health education coordinator.

It is recommended that the coordinator have professional preparation and *primary interest* in health education. Ideally, this person should hold certification or have a graduate degree in health education.

District alternatives in designating a coordinator:

— the individual district designates a health education coordinator;

— two or more districts designate and support a health education coordinator; or,

— two or more districts contract and share a CESA-level health education coordinator.

Elementary

2. Health instruction at the elementary level shall be the responsibility of the classroom teacher.

It is recommended that elementary teachers have a minimum of three semester credits of school health education or equivalent inservice credit, as approved by the local board of education.

Secondary

3. Separate classes in health education at the secondary level shall be taught by teachers holding certification in health education, required since 1969. (This includes middle school, junior high school, and senior high school grades).

It is recommended that secondary level health teachers have an undergraduate major or a graduate degree in health education.

IV. Class Size

Health education is an academic subject, thus health classes shall be consistent in size with classes in other required academic subjects.

It is recommended that class size be maintained at a level which will provide adequate opportunity for interaction among students and between students and teacher, since individualized instruction is particularly relevant to health education.

It is recommended that classes be coeducational.

V. Time

Elementary Level

Each school district shall provide sufficient instructional time at all elementary grade levels to teach specific planned curricular units, and to achieve established program objectives.

Secondary Level

Each school district shall provide two (2) semesters of required health education during grades 6-12, one semester of which must be taught in grades 6-7-8- or 9. (This would fulfill instructional requirements in State Statute 118.01[2]).

Definitions:

1. A semester is defined as being no less than the number of periods provided in a semester for other required academic subjects. This means 90 class periods in a semester, or its equivalent during a school year.
2. Secondary health education is defined as a separate course of health instruction taught by a qualified teacher.

   It is recommended that elective courses in health education be offered beyond the minimum requirements.

   It is recommended that senior high school health education courses receive credit equal to other required academic subjects.

VI. Facilities

Each school district shall provide adequate health education instructional and resource facilities to enhance the achievement of program goals and objectives, and which are appropriate to the type of activities being taught. Such facilities shall be comparable to those provided in other required academic subjects.

VII. Materials and Equipment

Each district shall provide instructional materials and equipment in sufficient quantity to achieve defined needs of the program, as set forth in the goals and objectives.

VIII. Funding

Each district shall budget funds necessary to implement stated health instruction criteria.

IX. Evaluation

Each school district shall conduct an annual review of its health education program. This evaluation should assess:

1. whether the district meets the minimal *criteria* established under State Statute 121.02(L). This assessment shall be reported annually to the Department of Public Instruction.
2. whether the health instruction program meets the established objectives and is adequate to meet the needs of all pupils.

   It is recommended that this evaluation might include:

   A. pre- and post-tests to determine pupil knowledge, interests, attitudes, and practices related to the health curriculum;

   B. pupil self-evaluation of health status and practice;

   C. teacher self evaluation to assess instructional performance and currilculum relevance; and,

   D. involving students, administrators, teachers, and others in the evaluation process.

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TASK FORCE REPORT – PHYSICAL EDUCATION*

I. Statute

The following criteria and recommendations are established to aid school districts in achieving the physical education standard contained in Section 448, 121.02 (1) of the Wisconsin Statutes which reads as follows: "Provision shall be made for instruction in elementary and high schools by qualified teachers in health, physical education, art, and music."

II. Physical Education and Health

The provision of progressive and challenging programs of physical education and sports from K-12 is a matter of the utmost necessity in our society today. Although average life expectancy for newborns reached 71.0 years in 1971, male life expectancy was only 67.4 years and the overall 1971 death rate was exactly the same as in 1961. The reason for this failure to progress in spite of the remarkable advances in medical sciences is primarily the high death rate for males between the ages of 40 and 65 from cardiovascular disease. There has been essentially no improvement in life expectancy for men at age 50 since 1900.

Recent studies in elementary schools have shown in many instances elevations of serum cholesterol levels to values ordinarily found in adults, as many as 10 percent of the pupils with significantly high blood pressure and obesity involving as many as 30 percent of a class. This is where arteriosclerosis begins and where we have to start combating it with regular programs of vigorous exercise involving all children and education regarding the value of exercise which will motivate them to a lifelong habit of regular physical activity. Time away from school is being monopolized today by the viewing of television programs rather than healthful participation in sports and games. The organized program of physical education and sports, both extramural and intramural, provides a practical opportunity to counteract this trend in ways that no other program can.

The criteria and recommendations which follow describe the standards which must, and those which should, be met if physical education is to satisfy its obligation to all students to help promote their health and welfare at optimal levels and for all purposes not only during childhood and adolescence but throughout life.

III. Definitions

A. Physical Education — The instructional program in physical activities and related knowledge (exclusive of interscholastic athletics) which is offered in kindergarten through twelfth grade.

B. Lifetime Sports — Any physical activity, usually of a sports or athletic nature, which an individual may appropriately engage in throughout life.

C. Physical Education Faculty — Teachers who are certified by the State Department of Public Instruction, through a 34 hour major or 22 hour minor from an approved college or university program, and are employed by a school district to teach physical education. Classroom teachers may conduct a portion of the physical education program at the elementary (K-6) level, but they are not considered a part of the physical education faculty.

D. Instructional Stations — Any inside or outside area of sufficient size and with appropriate equipment to accommodate a class or specified portion of a class in planned physical education activities.

E. Elective Physical Education — A situation in which the student has the option of enrolling or not enrolling in the course.

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*This report is not to be considered state requirements in Physical Education — it is meant to provide guidelines for local school districts in developing adequate instructional programs.

F. Selective Activity — A situation in which students are required to enroll in the course, but they have the option of choosing the activities in which they participate.

G. Adaptive Physical Education — Physical education activities which are planned specifically for students who have conditions or handicaps which prevent them from participating successfully in regular physical education classes. Adaptive activities may or may not be remedial in nature.

H. Teacher-Consultant — A certified elementary physical education specialist who teaches classes and provides consultation to elementary classroom teachers who have responsibility for some physical education instruction.

IV. Objectives

Physical education strives to accomplish the goals of education through the medium of physical activity. Its contribution to the education of students is unique in that it concentrates on human movement as a means of developing cognitive and affective, as well as psycho-motor skills.

For students, the objectives of physical education include, but are not necessarily limited to:

1. learning to build and maintain circulo-respiratory efficiency
2. learning to increase and maintain their range and effectiveness of motion
3. learning to improve and maintain their muscular efficiency
4. learning activities from which they can gain enjoyment, recreation and tension release
5. learning their physical potential and limitations
6. learning to move efficiently and effectively under a maximum number of conditions
7. learning to manipulate a variety of objects efficiently, including maneuvering weight (lifting, pushing, pulling), projecting objects (kicking, throwing, hitting, etc.), and receiving objects (catching, tackling, etc.)
8. learning to express themselves through such activities as creative movement, dance forms, free exercise, diving, etc.
9. learning skills of group interaction such as self-control, teamwork, competition, and leadership
10. learning skills which allow them to participate in the physical activities of contemporary society, be appreciative observers of sports and other movement forms, and understand the cultural implications of physical activities
11. developing knowledge and understanding of physical activities, the effects of exercise on body systems, and the factors which affect exercise
12. learning skills for personal safety and self-defense

V. Criteria

A. Program — Local curriculum developers shall recognize the sequential and progressive nature of physical education in planning K-12 programs.

Recommendations

1. *Elementary programs should be primarily developmental, concentrating on optimum development of the body systems and teaching children how to use their bodies efficiently and effectively.*
2. *Middle schools and junior high schools should offer comprehensive programs, allowing maximum opportunities for pre-adolescents to explore a wide variety of activities.*
3. *Senior high programs must also be comprehensive, but students should be allowed progressively more selective activities in which to participate. Lifetime Sports should receive more emphasis and traditional team sports less emphasis as students progress through high school.*
4. *Coeducational activities should be planned for the purposes of providing social experiences, program flexibility, and allowing teachers to teach to their strengths. Contact sports or activities in which strength is a dominating factor are not appropriate coeducational activities.*
5. *The active nature of physical education provides a risk of injury in some activities. In most cases, injuries can be prevented by specific instruction in safety measures prior to and during each activity unit. Close supervision of activities with the highest injury-producing potential is essential.*
6. *The following are typical but not exhaustive lists of appropriate physical education activities at two levels of instruction:*

   a. Elementary School (K-6)
      Movement fundamentals — walking, running, hopping, skipping, jumping, dodging
      Movement education — movement exploration and problem-solving
      Rhythms, dances and creative movement
      Low organized games, relays
      Stunts, tumbling
      Lead-up skills and games for traditional sports
      Apparatus — rope climbing, balance beams, bars, vaulting apparatus, etc.
      Conditioning work — fitness work, posture training
      Adaptive programs — corrective, remedial
      Aquatics — instructional swimming, drownproofing
      Outdoor education skills — archery, angling, recreational shooting, pioneering

*b. **Secondary School (Middle schools, junior high schools, senior high schools)***
  - *Conditioning—running, weight training, calisthenics, climbing ropes, peg boards*
  - *Lifetime Sports — golf, tennis, bowling, badminton, archery, skiing, skating, handball, paddle ball, squash, table tennis*
  - *Team sports — basketball, baseball, softball, football, soccer, hockey, team handball, lacrosse, volleyball*
  - *Wrestling — combatives*
  - *Rhythms and dance (modern, square, social)*
  - *Track and field*
  - *Gymnastics and tumbling (high bar, rings, parallel bars, side horse, balance beam)*
  - *Aquatics (swimming, diving, life saving, scuba diving, synchronized swimming, small craft safety)*
  - *Outdoor education activities — recreational shooting, hunting, field archery, angling*
  - *Adaptive and corrective activities*

B. Staffing

1. All members of the physical education faculty shall have professional preparation equal to or beyond the basic state certification requirements.
2. School districts should provide a certified physical education specialist to act as a teacher-consultant at every elementary school at least two days per week.
3. The physical education faculty should be constituted to provide competent instruction in:
   - adapted physical education (when provided)
   - acquatics (when provided)
   - team sports
   - individual and dual activities
   - self-testing and gymnastic activities
   - movement education
   - rhythms and dance

Recommendations

1. *Staff assignments should be made to take advantage of teaching specialties*
2. *Physical education staff members should be aware of current developments in the field, maintain an active interest in professional advancement, continue inservice education, and participate actively in faculty meetings, plans and projects.*

C. Facilities

1. Instructional stations should be provided in sufficient quantity and with adequate equipment to meet the time and program requirements outlined in this paper.

Recommendations

1. *Stations for middle schools, junior high schools, and senior high schools should be provided according to the following formula:*

$$\text{Minimum number of teaching stations} = \frac{\text{Number of students}}{\text{Average class size}} \times \frac{\text{Number of periods class meets each week}}{\text{Total number of class periods in school week}}$$

2. *Stations for elementary schools should be provided according to the following formula:*

$$\text{Minimum number of teaching stations} = \frac{\text{Number of classrooms of students} \times \text{Number of physical education periods per week per class}}{\text{Total number of class periods in school week}}$$

3. *In grades four through twelve, provisions should be made for adequate dressing rooms and showering facilities to handle peak loads.*
4. *In grades four through twelve, provisions should be made for ample lockers and/or baskets to provide for all students enrolled in physical education.*
5. *When new schools are being planned, usable outside space should be provided according to minimum requirements stated nationally by the American Association for Health, Physical Education, and Recreation:*

   Elementary Schools—Minimum of 10 acres

   Junior High Schools—Minimum of 20 acres

   Senior High Schools—Minimum of 30 acres

D. Supplies and Equipment

1. Supplies and equipment should be provided in type and quantity to satisfy program objectives as stated elsewhere in this paper.

Recommendations

1. *Standards for the purchase of materials and equipment should be developed jointly by the physical education staff and the school administrator, based upon priorities determined by the curricular content, frequency of use, and contribution to the objectives of physical education.*

2. *All equipment and materials should be checked periodically to insure proper sanitary conditions and provide maximum safety for pupils.*
3. *Equipment and materials should be supplied in sufficient quantity to allow all children in the typical class to be continuously active.*
4. *A variety of equipment is necessary to provide maximum participation in a well-rounded elementary program. Equipment should allow such activities as climbing, swinging, hanging, balancing, building muscular strength, developing neuro-muscular coordination, and fostering dramatic and creative activities.*
5. *The following are recommended typical appropriate equipment and materials for grades K-6:**

   balance beams
   balls (playground)
   balls for specific sports
   basketball goals
   chinning bars
   climbing ropes or poles
   horizontal bars
   horizontal ladders
   jump ropes
   mats (tumbling)
   percussion and rhythms equipment
   records
   record players
   softball backstops
   standards for volleyball
   track and field equipment
   vaulting boxes

   **Many useful items can be obtained at relatively small cost. Discarded automobile or bicycle tires, old bowling pins, wooden packing boxes, discarded fire hose, discarded piping, and materials obtainable from army surplus centers and industrial plants often provide valuable materials for physical education activities.*
6. *Secondary programs also require a variety of equipment and materials in order to insure variety and selectivity of activities. Typical of appropriate recommended equipment for seventh through twelfth grades are:*

   archery equipment
   badminton equipment
   balance beams
   balls for traditional sports
   basketball goals
   climbing ropes, poles, pegs
   field hockey equipment
   golf clubs
   horizontal bars
   ice hockey equipment
   jumping ropes
   parallel bars (even and uneven)
   record players
   records (rhythm and dance)
   side horse
   spring boards
   stationary rings
   stop watches
   tennis equipment
   track and field equipment
   tumbling mats
   vaulting boxes
   wrestling mats
   winter sports equipment (skis, skates, snowshoes)

E. Time Allotments

1. Pupils in elementary school shall participate in a daily instructional program of physical education exclusive of recess.

Recommendations

1. *To best serve the activity needs of children, the daily program of physical education instruction should be at least 30 minutes in length.*
2. *The length of the class periods must be appropriate to the instructional purposes of the lesson and to the needs and maturation of the learner.*
3. *When regular teaching stations are not available for all classes, it is recommended that activities appropriate to classroom use or the out-of-doors be planned.*
4. *The time allocated for instruction should be exclusive of time for dressing, showering, free or supervised play periods, and noon hour activities.*

2. Students in secondary schools should participate in an instructional program of physical education at least five times every two weeks in addition to time spent in intramural and athletic activities.

Recommendations

1. *A daily instructional period of physical education equivalent in length to that found in the regular school pattern is preferred.*
2. *All students should be enrolled in physical education classes. Physical education programs should be provided for pupils handicapped by functional or structured disorders and those who find it difficult to adjust to the regular program.*

3. There shall be no substitute for instructional programs of physical education (e.g., athletics, ROTC, extra academic courses).
4. Alternatives
   a. Physical education at the twelfth grade level may be elective when a curriculum based on Lifetime Sports is offered at the eleventh grade level.
   b. At the option of the local school administration, students in work-study, coop-

erative education and similar programs may fulfill requirements with an equivalency physical education program. The following procedures are suggested for equivalency projects.

- Selection of a worthwhile activity
- Approval of the project by a member of the physical education staff
- Periodic progress checks
- Evaluation of each activity
- Participation in a variety of activities during the school year

F. Funding

1. Boards of Education, through their regular school budgets should provide sufficient funds for the purchase and maintenance of materials and equipment to maintain stated program standards.

G. Evaluation

1. Student progress and performance should be evaluated regularly and continuously utilizing a variety of evaluation measures, such as observation, skill tests, written concept tests, fitness tests.

Recommendations

1. *Evaluation should consider individual aptitudes, abilities, experience, and interests.*
2. *Continuous assessment of student status, utilizing cumulative achievement and health records, should be made in order to determine individual needs.*
3. *Evaluation should be used as a means of keeping students aware of their progress in physical education.*
4. *Student evaluation should consider progress as well as achievement.*
5. *Credit for physical education should be awarded based on criteria similar to other curricular areas.*

2. Physical education programs should be evaluated regularly and continuously by teacherts and appropriate supervisors or administrators.

Recommendations

1. *The program should be under continuous evaluation with improvements being made in order to meet changing philosophies in physical education, as well as to determine if state, school district, school and program objectives are being met.*
2. *Various evaluation measures should be used frequently to evaluate the effectiveness of the curriculum; e.g., student evaluation, studies of graduates, evaluation by classroom teacher.*
3. *Records should be kept and used for program improvement and individual guidance.*
4. *Curriculum evaluation should include consideration of objectives, student performance, student interest, student needs, systemwide progression and coordination, community resources, and environmental characteristics.*

H. Physical Education for the Handicapped

1. School districts should develop a plan for the provision of special classes with limited enrollment for handicapped students who cannot participate successfully in regular classes.

Recommendations

1. *In secondary schools, adaptive classes should be taught by personnel with preparation for teaching atypical students.*
2. *At the elementary level, when classroom teachers are responsible for some of the physical education instruction, physical education specialists should teach the adaptive classes.*
3. *Special classes should be provided for remedial physical education for those who are unable to paritcipate in regular programs by virtue of muscular related problems, injury, illness, or other temporary or permanent handicaps.*
4. *Classification according to the nature of the handicap should govern the assignment of students to special classes.*
5. *Recognition should be made of the need for reduction of the academic program in the case of extreme types of handicaps (viz. paraplegia).*
6. *Adequate facilities for the education of individual cases should be available within the school or in a center accessible to several schools.*
7. *The physical educators assigned to adaptive and remedial classes should be qualified by virtue of adequate professional perparation to implement the recommendations of medical personnel.*
8. *The parents of children engaged in adaptive physical education should be involved in assisting children in maintaining the recommended programs.*

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TASK FORCE REPORT — ART EDUCATION, K-12

K-12 Art Education Rationale

The holistic goal of art education is the self-actualizing individual. This process of self-actualization is facilitated through the following objectives:

- — Learning experiences which develop perceptual awareness and visual literacy.
- — Learning experiences developing an understanding and valuing of our cultural heritage.
- — Learning experiences fostering aesthetic discrimination and valuing.
- — Learning experiences involving problem solving and creative expression.
- — Learning experiences which meaningfully relate art to other curricular areas.
- — Learning experiences which develop art skills and knowledge.
- — Learning experiences related to life coping skills and attitudes in preparation for: work, leisure, social responsibility and concern for environmental quality.

The above goals should serve as the criteria in determining the scope and content of an elementary and secondary art program. The following minimum standards for art education are based upon this rationale.

Art Teacher Qualifications, K-12

A person employed to teach art in grades kindergarten through twelve must hold a Wisconsin Department of Public Instruction certificate to teach art at the grade level(s) he or she is assigned.

Starting with the 1980-81 school year, all beginning art teachers must hold a minimum of a broad fields K-12 art education major — Bachelor of Science degree. The art content of this major should include a minimum of:

> *Thirty two semester hours studio courses* in the areas of design, drawing, painting, photography, cinegraphics, printmaking, art metal, textile fibers, ceramics and sculpture.
>
> *Twelve semester hours art education courses* in the areas of art learning theory and methods, group dynamics, and art curriculum design including such concerns as: values, ethics, concepts, learning theory, organizing art content and observational experiences beginning at the sophomore level.
>
> *Ten semester hours* art history, philosophy and essentials of aesthetics. These experiences should relate to the past, present and future.
>
> *Eight semester hours* student teaching, internship or similar experiences. This should be divided equally between the elementary and secondary grade levels.

Ten semester hours. This remaining preparation may be distributed among any of the above areas at the discretion of the preparing institution.

Instructional Program — Art, K-12

A school district shall establish an art program emphasizing K-12 articulation in a balanced and comprehensive curriculum that shall include instructional experiences in: sensory awareness, cultural heritage, aesthetic discrimination and studio opportunities in a wide variety of two and three dimensional art processes.

Secondary school art programs shall include elective opportunities for students (with interest beyond a basic studio survey course) to specialize in two or more studio areas; i.e. ceramics, sculpture, painting, printmaking, art metal, cinegraphics, textiles and fibers, etc.

Additional activities: It is recommended that courses in humanities or art appreciation be offered and that team teaching approaches be considered.

It is recommended that definite provisions be made for field trips, outside activities and for visiting artists/artists-in-residence or definite interrelationships between the art department and other departments exist. It is desirable for the art department to be involved in the community. Example: include student and/or faculty exhibits, demonstrations, adult art classes, etc.

Art Facilities, K-12

Art instruction shall be in a studio or classroom facility designed for art activities. This instructional setting shall be especially equipped for art activities. Good lighting, proper ventilation, adequate storage, available water, and other utilities within the art room are necessary. Space, equipment, and furniture providing opportunities for qualitative art experiences in a wide range of two and three dimensional activity is a basic requirement.

The art program shall be supported by adequate resources of a multi-media nature.

In new construction, it is recommended that a student commons-gallery be centrally located to service not only the art department, but all areas of the junior and senior high school curriculum.

Note: When planning new facilities or opening new specialized courses, refer to the Wisconsin Department of Public Instruction Bulletin No. 9-173, *Organizing the Environment for Art Instruction.*

New facilities should be planned with the consultation of the art department staff.

Existing facilities should be remodeled periodically to accommodate changes in curriculum and to meet the state Industrial Commission requirements for safety. Those that do have safety or health deficiencies must be brought up to state minimums.

Administrative Factors

Scheduling and Staffing:

Elementary

A staffing ratio of one certified art teacher for every 750 students shall be established.

A minimum of 100 minutes of art and art-related instruction per week shall be provided for each elementary student in grades K through 6.

> At the kindergarten level this requirement is met by providing 30-35 minutes of art instruction per week by a certified art teacher. The remaining minutes of instruction may be provided in art-related activities by the regular classroom teacher.
>
> In grades 1, 2, and 3 this requirement is met by providing 45-50 minutes of art instruction by a certified art teacher. The remaining minutes of instruction may be provided in art-related activities by the classroom teacher.
>
> In grades 4, 5, and 6 this requirement is met by providing 55-60 minutes of art instruction by a certified art teacher. The remaining minutes of instruction may be provided in art-related activities by the regular classroom teacher.

Junior High School/Middle School:

Art instruction shall be conducted by certified art teachers.

The class periods for art instruction shall be no less than 45-50 minutes. This period, a continuing unit of instructional time, may be a regularly scheduled period in the school day or such alternatives as two or three sequential time modules of shorter duration which combine to form the 45-50 minute required time period.

> The equivalent of one semester's instruction shall be required at the seventh grade level.
>
> It is recommended that the equivalent of one semester's instruction on a daily basis be offered at the eighth grade level.
>
> An acceptable alternative for grade seven and grade eight may be met by providing a full year of art instruction on a daily basis in grade seven or in grade eight. It is highly recommended, however, that art instruction be provided in both grades seven and grade eight in a coordinated sequential program.

Grades 9-12

Art instruction shall be conducted by certified art teachers.

There should be at least one art teacher for each 25 scheduled art periods per week, or its equivalent in time.

Art should be elective and carry one unit of credit based upon a program of approximately 250 minutes per week.

Budgeting

To insure opportunities for students to explore a wide variety of art media, an adequate, identified art budget shall be provided which is supportive of the art curriculum and faculty. This budget should be established on a per capita basis subject to annual revision.

Generally, an adequate budget will meet specific resource needs in areas of: expendable supplies, equipment repair and replacement, new equipment and building or room improvements directly related to the art department.

Educational Resources

Provision for monies for educational resources such as periodicals, slides, books, film strips, and film rentals related to art and art instruction should be made.

Staff Development

It is highly recommended a continuing program of staff development be carried out with the certified art staff.

Program Evaluation

It is highly recommended a program evaluation format be developed by the administration and art staff providing a continuing assessment of program accomplishments as related to stated goals.

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TASK FORCE REPORT — MUSIC EDUCATION

The comprehensive music education program should provide opportunities for the individual to develop skills, knowledge, understandings and values for personal enjoyment, expression and musical growth in contemporary society. The basic elements of music should be presented to students through developmental experiences involving singing, playing instruments, listening, movement, creative expression and music reading. A continuous sequence of learnings at all grade levels involving these types of basic experience should be presented in the student's education so that he can develop usable and relevant concepts in music for use throughout life.

The comprehensive music program should:

1. be planned and administered to give *every* student opportunities to develop his or her musical potential and interest to the fullest. Varied and flexible music experiences, geared to meet the divergent abilities, interests and socio-cultural conditions of the total school population should be offered from kindergarten through adulthood.
2. begin at the beginning. Emphasis must be placed on in-depth rather than superficial music experiences in early and middle childhood years particularly.

3. be conceived and designed to maintain the interest and involvement of *all* students in music beyond early and middle childhood years.
4. be planned and implemented on the basis of clearly stated objectives for the total program as well as for each level and section of the program. All staff members should communicate and coordinate their efforts toward common goals.
5. encompass the teaching of music of all periods, styles, forms and cultures.
6. provide an environment which encourages innovation, experimentation and practical research among its staff members.
7. make use of new and applicable teaching-learning techniques, research and technology.
8. be related to and consistent with the total educational program.
9. emphasize student-centered over music-centered or teacher-centered opportunities.

The following standards are considered to be a minimum starting point for the development of a comprehensive music program with the components or characteristics outlined above:

I. CURRICULUM GUIDE

By July 1, 1975 each school district is required to submit a written K-12 music curriculum guide to the Department of Public Instruction which reflects the components of a comprehensive music education program as outlined above. All staff who are to be involved in the implementation of the music program should also be involved in the development of the curriculum guide. In subsequent years only revisions of the original guide need be submitted. The music curriculum guide must specifically include the following:

A. The broad, overall goals of the music program which reflect the needs of the community and children served and are consistent with the overall educational philosophy of the school district.

B. Specific objectives for the various aspects of the music program (general music, vocal music, instrumental music) which relate children's growth and development to the sequential nature of learning in music.

C. A description of the classes or experiences in music which are offered by the local school district as a means of working towards the goals and objectives outlined in parts A and B above.

D. A description of the way in which the staff will assess the extent to which the stated musical goals and objectives of the local district are being achieved.

II. GENERAL MUSIC K-12

Instruction

A minimum of 100 minutes of instruction weekly is required for all children during the regular school day in Kindergarten through 7th grade. Staffing to provide the 100 minutes of instruction weekly should be provided by one of the following alternatives:

Kindergarten

a. All music or music related instruction by a certified music teacher in 3-5 meetings weekly.

b. All music or music related instruction by the kindergarten teacher in 3-5 meetings weekly.

c. Shared responsibility for music or music related instruction between the certified music teacher, the kindergarten teacher and other staff.

Grades 1-6

a. 50 minutes of instruction by a certified music teacher in two separate meetings supplemented by a classroom teacher or other staff member to a total of 100 minutes weekly.

b. 100 minutes of instruction weekly by a certified music teacher in 3-5 separate meetings.

c. 50 minutes of instruction weekly by a certified music teacher in two separate meetings supplemented by the use of radio, TV or other audio-visual programs in music education.

Grade 7

a. The equivalent of 100 minutes of instruction weekly for 1 year taught by a certified music specialist.

b, The equivalent of 100 minutes of music or music related instruction weekly for 1 year term taught by a certified music specialist and other staff members.

NOTE: In grade 7 students who elect other vocal or instrumental music classes need not be required to take general music also.

Grade 8

General music should be offered on an elective basis for 8th grade students.

NOTE: Class size in general music, grades K-8, should not exceed the normal class size in the local school district. Classes may not be combined for general music except for special programs or events as determined by the staff involved.

Grades 9-12

The high school curriculum should offer the opportunity for each student to elect a music or music related class during the regular school day at least two semesters during the high school years (grades 9-12). This offering is subject to the minimum class size requirements of the local school district but should be one which is not performance oriented and has no pre-requisites in music.

Staff Loads

Maximum full-time staff loads for certified elementary general music teacher should be planned to conform with one of the following alternatives:

A. The equivalent of 40-45 thirty minute classes per week with a maximum of 625-650 different students met.

B. A load which is equal to that of classroom teachers or teachers in other academic areas in terms of pupil contact time and planning time.

Time needed for travel between buildings should be considered as instructional time.

Facilities and Materials

An instructional area for general music may be provided by having children move to a designated music room or by having the music teacher travel to the children's home room or classroom. If the teacher travels from room to room the school should provide a cart or other means of transporting needed equipment and supplies.

Each class in general music should have at least one appropriate general music text available for each child. Other materials and equipment should be provided as needed in order to work toward the realization of the goals and objectives outlined in the local district's music curriculum guide. The following are considered reasonable needs for the general music classroom:

1. good quality stereo record player
2. autoharps
3. assorted rhythm instruments
4. piano
5. cassette or reel-to-reel tape recorder
6. tone bells
7. adequate chalkboard and bulletin board space
8. guitar or ukulele

III. CHORAL MUSIC

Elementary

Children in the upper elementary grades (grades 4-6) should have opportunity to elect a choral organization or ensemble. Those choral experiences which are offered by the elementary school should meet a minimum of two times weekly during regular school hours.

Junior High School or Middle School

Children in junior high school or middle school should have opportunity to elect a choral organization or ensemble each semester. Those choral experiences which are offered should meet a minimum of 3-5 times weekly during regular school hours.

High School

All students in high school should have the opportunity to elect a choral organization or ensemble. The choral electives should be offered and accredited on the same basis as courses in other academic areas.

Staffing

All choral music instruction should be provided by teachers certified in vocal music.

Facilities and Materials

The school district should provide appropriate facilities and materials as needed in order to achieve those goals and objectives stated in the local music curriculum guide.

IV. INSTRUMENTAL MUSIC

Instrumental music instruction is defined as instruction on stringed, wind, percussion, keyboard or fretted instruments.

Elementary

Children in the upper elementary grades (grades 4-6) should have opportunity to elect instruction in instrumental music. Those electives offered by the school should be scheduled a minimum of two meetings weekly during regular school hours.

Junior High School or Middle School

Children in junior high school or middle school should have opportunity to elect instruction in instrumental music each semester. Those electives offered by the school should be scheduled a minimum of 3-5 meetings per week during regular school hours.

High School

All students in high school should have the opportunity to elect instrumental music instruction. Those instrumental electives offered by the school should be offered and accredited on the same basis as courses in other academic areas.

Staffing

All instrumental music instruction should be provided by teachers certified in instrumental music.

Facilities and Materials

The school district should provide appropriate facilities and materials as needed in order to achieve those goals and objectives for instrumental music as stated in the local music curriculum guide.

V. OTHER CONSIDERATIONS

Public school music programs which do not meet the criteria as stated above may be exempted if they can demonstrate to the Department of Public Instruction through an on-site visit or in writing how their program meets or exceeds the above criteria and results in improved experiences for children.

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